

**Networking Western Psychology's Elite:
a Digital Analysis of "A History of Psychology in Autobiography"**

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Abstract

This thesis analyzes digital social networks for the institutional affiliations of the one hundred and twenty authors in the *A History of Psychology in Autobiography (AHPA)* book series.

The introductory section contextualizes the analyses for the nine volumes in terms of the series' historiographic foundations, socio-historical influences, and a history of the production of the first volume. It asserts that the series editors' privileged disciplinary positions and the series' unusual historiographic features render it an unusually precise internalist historical record of elite perspectives. The analytical chapter forwards the position that the *AHPA* networks illustrate the accuracy of Kurt Danziger's (2006) historical premise of intellectual 'centers' and 'peripheries' in Western psychology's disciplinary geography. The conclusion includes an assessment of the digital methods used, consideration of future directions, and a critical discussion of the *AHPA* series and how this thesis fits into a larger framework of ethical historiography.

Keywords: digital history, *A History of Psychology in Autobiography*, social networks, disciplinary historiography, disciplinary geography, center and periphery, eminence, elitism

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Introduction

The book series *A History of Psychology in Autobiography (AHPA)* is singular in the historiography of the discipline. Intended to offer unprecedented insight into the careers of Western psychology's most influential figures through their own words, the *AHPA* narratives have provided impressions of the lives of renowned psychologists that, often fascinating, range from the contentious or controversial to the pedantic and parochial. Unlike traditional single-author histories, in which psychologists' ideas and achievements are often promoted to legitimize current perspectives, the autobiographies have served the historical role of retaining individuals' descriptions and explanations of their own viewpoints and sentiments. As such, they have been taken up by the authors' peers, generations of students, and historians as a source of subjective verity.¹

Published in nine volumes between 1930 and 2007, the series has one hundred and twenty contributing authors. The first three volumes were published through 1936, then after a hiatus during the Second World War volumes four through eight were published every five to ten years from 1952 through 1989, and then the ninth twenty years later in 2007. The project was the brain child of Edwin Garrigues Boring and the early volumes spearheaded by Carl Murchison with assistance from a committee that consisted of Herbert Sidney Langfeld, Karl Buhler,² and John Broadus Watson. Due to its distinctive format, *AHPA* provides an unusual longitudinal

¹ For further reference on how the autobiographies have been received and employed over the century since the first volume, see contemporary reviews for vol. I: Loutitt, 1930; Blumer, 1932; Ogden, 1932; Robinson, 1932; Laird, 1933; Dallenbach, 1934; Brown, 1938; for other volumes: Dallenbach, 1938; Terman, 1953; Dennis, 1953; Brožek, 1954; Osler, 1954; Brožek, 1968; Krantz, 1968; Harper, 1975; Roediger, 1990; Wanner, 1990; Littman, 1996; Collins, 2008; Fuchs, 2008; Toomela 2010; and retrospectives for the series as a whole: Brožek, 1973; Hilgard, 1993.

² Buhler dropped the umlaut from his name when he immigrated to the United States. (Bolgar, 1964).

cross-section of how an American psychology self-represented its past throughout the better part of the century in which the United States came to dominate the discipline internationally.³

This thesis argues that beyond providing unique first-person perspectives from within Western disciplinary psychology, the *AHPA* book series can also be used to illuminate organized psychology's elite social networks in the twentieth century. The introductory section posits that this ability to map psychology's elite was due the positions of disciplinary advantage held by the members of its original editorial committee; the second section analyses social networks for the institutional affiliations of the *AHPA* contributors, and discusses how, unlike many single-authored historical texts, these convey the pluralistic beginnings and unidirectional development of the discipline's elite.

The inception of the series, its editorial vision, and the pragmatic decisions made to create the volumes, can provide insight into how psychologists have undertaken the work of constructing and reformulating the parameters of their ever-changing discipline. Consideration of how the editorial committee was well situated to initiate the *AHPA* project allows for a historically oriented interpretation of how psychology has come to inculcate values, and establish and commemorate its own identity as a credible academic and applied science. It also provides a frame of reference for the cohorts of psychologists they selected for representation and the insight that can be garnered about the disciplinary networks constituted by this collective.

I offer a two-fold analysis of *AHPA* as an object that can illuminate the disciplinary history of psychology. First, I present an archivally-informed history of the editorial practices and decisions that shaped the content of the series. I examine the historiographic and socio-

³ Please note, the term "America" is used interchangeably with "United States" throughout this thesis. Both are intended as shorthand for the United States of America, and not as referents for the entirety of the North American, or South American, contexts. Please see appendix A for full list of *AHPA* editorial committee members and autobiographers for each volume.

historical contexts for the publication of the early *AHPA* volumes to frame a chronology of those editorial processes. The editors' respective involvement in disciplinary organizations and institutions is then considered, followed by a discussion of how those positions resulted in the autobiographical project's functionality as a tool for constructing prosopographical portraits of specific cohorts. I then offer a series of digital social networks for the authors in the *AHPA* volumes. I employ Karl Danziger's (2006) concepts of disciplinary 'center' and 'periphery' to frame how *AHPA* is better suited than most traditional histories to assess the institutional geography of psychology's past. The advantages and limitations of the digital methods used are discussed, with consideration of future directions.

Historiographic Foundations of the *AHPA* Project

The beginning of *AHPA* as a seventy year project can be understood as a legacy of early historiographic efforts that, along with the establishment of laboratories, were employed to help distinguish psychology from its disciplinary precedents, namely philosophy and physiology (Griffith, 1921; Ash, 1983). Such texts, along with introductory textbooks, were pedagogically-oriented, produced by a generation of psychologists that included individuals such as G. Stanley Hall and James Mark Baldwin who were philosophically trained but undertook to learn and pass on physiological and experimental methods (Ash, 1983). One consequence was the facilitation of a new cohort of 'professionals' who were less concerned about scientific reconciliation with the moral philosophy touted by their nineteenth century Protestant ministers cum college presidents, and more aggressively committed to the institutionalization of laboratory research (such as Edward Lee Thorndike and James McKeen Cattell) (Ash, 1983).⁴

⁴ Another, longer ranged consequence of the fact that these historians wrote their predecessors out of their own origin-myths has been the sustained derisive disciplinary perception of 19th century psychology as dogmatic and

These proto-histories, by the likes of Hall (1912) and Baldwin (1913), as well as works by Theodore Ribot (1886, 1892), Benjamin Rand (1912), Max Dessoir (1912), Otto Klemm (1914),⁵ and George Sidney Brett (1912; 1921) served various purposes depending on the circumstances—to parse out psychological content from philosophical literature, to exposit the methodological headway being made in Germany, to assert a lineage from Greek origins through Europe’s esteemed philosophical highlights, to fill the need of growing American classrooms for relevant texts that included a chronology of seminal and contemporary works, or to trace out the development of psychological theories. With the exception of Ribot, these pieces emerged virtually simultaneously in a matter of a year or so from each other as a part of processes of self-definition and self-determination within the emerging discipline (Griffith, 1921; see also Ash, 1983). Thus, all of these works were unprecedented, and none can be said to have been comprehensive. They served to lay the groundwork for the later authorship of increasingly generalized and detailed histories of the discipline (Griffith, 1921).

Edwin Boring’s historiographic efforts culminated in numerous volumes that he promoted as definitive general accounts: *A History of Experimental Psychology* (1929), *Sensation and Perceptions in the History of Experimental Psychology* (1942), the autobiographical *Psychologist at Large* (1961), and also arguably the *Psychology: a Factual Textbook* (1935, written with fellow AHPA editor Herbert Sidney Langfeld and Harry P. Weld, and the first of what they affectionately referred to as the BLW texts; the second edition was renamed *Foundations of Psychology*), his broadcast television show *Psychology One* (1956), and *A Source Book in the History of Psychology*, edited with Richard Herrnstein. These belong to,

antiscientific, when there is evidence that the break in priorities between the so-called ‘old’ and ‘new’ was in fact primarily methodological, a function of boundary-making, and largely misconstrued in the historiography until the latter part of the 20th century, see Rodkey, 2011.

⁵ Klemm would become an AHPA author for volume 3.

and came to be seen as the epitome of, a second generation of historical works that strove for greater synthesis of the broad ranging field that also included those by Howard Warren, Gardner Murphy, and Robert Woodworth (Murphy, 1929; Warren, 1921; Woodworth, 1923). Boring's own explanation for his drive to articulate the history of psychology was that it developed out of a combination of the tensions surrounding his position as an acolyte of Titchener (whose passing in 1927 was occasion for much reflection on Boring's part), and his position as an experimentalist at Harvard, which in the 1920s was one of the last academic psychology programs to remain embedded within a philosophy department (Boring, 1929). As such, his early historiographic priorities lay in promoting the stories of those individuals he considered to be influential in the field to differentiate the modern experimental tradition from its philosophical origins and also from its practical applications, which he considered to be derivative (O'Donnell, 1979; Samelson, 1980). It was these substantive forays into constructing and relating a narrative about past and current dynamics in the discipline that framed Boring's interest in creating a project consisting of a collective narrative self-portrait of psychology by providing prominent psychologists with the space to reflect on their experiences.

Socio-historical Context for the Production of the Early *AHPA* Volumes

In order to interpret how the first *AHPA* editorial committee's situatedness within the larger prevailing organizational network of psychology in America informed their ability to undertake a project that involved the cooperation of, and reflexive contributions of intimate content by many individuals, it is necessary to provide some socio-historical context for the discipline in which they were working. Franz Samelson has described the 1920s as "an interregnum in psychology." He identifies a multitude of developments that had wrought

considerable change and left the field “fractionated” (Samelson, 1980). With the expansion of academic psychology, the authority of the eastern universities was being contested in the professional organizations like the APA (Samelson, 1980). The advanced age and deaths of numerous pillars of the field, including William James, Edward Titchener, James Rowland Angell and James McKeen Cattell meant the impetus behind their particular theoretical and methodological stances was fading (Samelson, 1980). Also, the challenge to the prevailing approaches, made by the likes of Watson, Sigmund Freud, and the representatives of Gestalt, would interact with the new found publicity given to mental measurement and applied psychology by the U.S. military’s testing programs, rendering the discipline unrecognizable from its turn of the century characteristics (Samelson, 1980).

Samelson’s description, while perhaps overly simplistic, is useful because it emphasizes many of the dynamics that affected the careers of the editors as well as the circumstances that encompassed the beginnings of *AHPA*, and highlights in what ways the group were at the intersections of many transitional aspects of psychology in the United States during this time. James’ academic legacy was still playing out at Harvard, where Langfeld and Boring would cut their teeth, and Buhler would visit (Isaac, 2012). The changes wrought by the First World War on psychology foreshadowed the broader capacities that would come to define American psychology during and after the Second World War (Capshew, 1999). Watson was credited for the behaviorist watershed catalyzed by his famous 1913 address at Columbia, and Buhler’s foundational contributions to the theoretical phenomenon of Gestalt psychology were among his most resounding claims to renown in North America (Brock, 1994). The effects of these two controversial influences represented new kinds of disciplinary legitimization and credibility in psychology with which experimentalists who considered themselves preeminent had to contend.

Titchener single handedly directed Boring's early thought and professional trajectory, as well as influenced the other editors and psychology as a whole through his personality and role as a theoretical juggernaut in his position at Cornell, as editor of the *American Journal of Psychology*, and through his oversight of the group he had founded, The Experimentalists (Boring, 1967; see also Boring, 1961). Cattell was also of concern to the members of the committee as *AHPA* editors for a number of reasons: his biographical directory *American Men of Science* was a turning point for how the academy in the United States conceived of itself, and it was a direct precedent for both Murchison's *The Psychological Register* (1929) and the *AHPA* books in both editorial procedure and intended purpose (Sokal, 1995); Cattell's positions as president of the International Congress of Psychology and as editor of the journals *Science*, *Popular Science* and *The Scientific Monthly* meant that his vision of the field and administrative practices were among those that set the standard and tone for their own endeavours. Both Titchener and Cattell were exemplars of the generation that *AHPA* was designed to commemorate—they had both studied at Leipzig and their compelling and divisive personalities were seen by this group of their disciplinary descendants as an integral aspect of the field as it had developed, for better or worse. The fact that neither ended up being represented by an autobiography (or in Titchener's case, a necrology) in the series dominated their editorial processes at times, and contributed to the development of how they would handle other individuals who they felt to be integral to the collective story of psychology as they understood it.

Social Values in the Production of the First *AHPA* Volume

On April 10th of 1928, Boring at Harvard sent a letter to Murchison at Clark that would result in the publication of the autobiographical collections (Boring, 1928a). It was a part of a

regular correspondence they had been maintaining since the mid-1920s which focused primarily on their respective enterprises in authorship and editorship of texts, histories, and journals. One of the ongoing topics in their correspondence had been the overlap of biographical detail that would be included in Boring's seminal tome *A History of Experimental Psychology*, and in Murchison's resource volume *The Psychological Register*, both set to be published in 1929. As a result of such consideration, the focus of this particular message was the proposal of the *AHPA* project as Boring conceived it. It included an off-the-cuff list of individuals who epitomized the kind of disciplinary success he idealized, which was as much about achievements that reflected the kind of ambition and disciplinary wherewithal and know-how that defined his own career as it was about the promotion of theoretical or methodological approaches that were complementary to his own: James McKeen Cattell, Joseph Jastrow, James Rowland Angell, Edward Lee Thorndike, Charles Samuel Myers, Charles Spearman, Georg Muller, Wolfgang Kohler, and Kurt Koffka. Eventually five of the nine would end up providing narratives for the published collections, excluding Cattell, Muller, Kohler and Koffka.⁶

In the weeks following that initial letter, their establishment of procedures for the creation of the volumes illustrate the kind of social politics involved in the determination and definition of disciplinary eminence—Boring and Murchison met in person to discuss how to proceed, at which point they negotiated a middle ground suited to their relatively disparate visions of the field. Boring dismissed as dysfunctional Murchison's proposal to categorize potential autobiographers by theoretical alliance (Boring, 1928b). According to his explanation, this was because Boring did not feel there were equal numbers of worthy individuals within the range of said schools of thought (particularly concerning behaviorism and psychoanalysis), and he

⁶ Cattell was approached on multiple occasions and wrote a draft but never submitted it. It remained unpublished until it was brought to light posthumously by Michael Sokal (1971).

candidly refused fully shared responsibility for the project due to precisely such inevitable disagreements between the two of them. Insisting that any attempt to suit both of their preferences would result in a product that pleased neither, he also resisted Murchison's plans to convene a committee, and asserted that Murchison would find putting a list together fairly simple with the assistance of "lots of people" who would be "ready to help," such as himself (Boring, 1928b). Consequently, they dropped the idea of theoretical schools as an organizing principle for the volumes, but nevertheless an editorial committee consisting of individuals who represented the popular range of such groupings at the time was promptly created (namely Karl Buhler, John Watson, and Herbert Sydney Langfeld).

Professional posturing and rhetorical flair in negotiation were mixed with the mutual protection of pride, and thus the tricky and subtle interpersonal ground that comprises the social aspects of disciplinary administration was covered. These were the themes that would also characterize the committee's work with their invited authors (and those colleagues whom they did not invite) as well. They expected the successful psychologists of the day to be at least somewhat uncomfortable with taking on the assignment of subjective self-commemoration, and they were fully aware of the politics involved in their curation of what would undeniably be seen as an in-group—their committee discussions focused as much on "smoothing feelings" as they did on "scoring" their most sought-after contributors (Langfeld, 1928). The group seems to have taken it for granted that they held the professional currency and social clout to accomplish the task of engaging the most influential figures of the day, that they possessed the status, authority, gumption and tact seen as necessary to rank their mentors and colleagues. They were explicitly strategic about how to employ their various skill sets and positions in order to best pursue and handle those who they had selected as having a story worth telling, whose works they deemed

integral to the establishment of a legitimate psychological science. As a whole, these men can be said to have been administrative brokers of psychology, “good committee men” and discipline builders, who strove to establish and improve the standing of psychology primarily through promotion rather than research of their own, through leadership in domestic and international associations, active participation in the field’s publishing industry, and development of educational laboratories at the preeminent university psychology programs of the day (Cerullo, 1988; Isaac, 2009).

This initial committee agreed upon and invited enough psychologists to fill the first three volumes with fifteen authors each, published in 1930, 1932 and 1936. Their selection procedure was relatively straightforward. Over the next few months, each committee member compiled a list of a hundred potential autobiographers, taking cues from Boring’s practice efforts by using such resources as membership lists from the International Congress of Psychology and the American Psychological Association (forthwith APA) to assist their processes, both of which all committee members were generally affiliated with, if not actively involved in administrating (Boring, 1928b; Murchison, 1928a).

One of the committee’s primary aspirations for the project was comprehensive European representation. During the era in which the first cohort of editors worked, before and between the World Wars, disciplinary psychology was still dominated by German and other European traditions (Danziger, 2006). At this point, while a proliferation of competing theoretical premises and applications were developing in countries like the United States, legitimization and credibility as an academic psychologist was nonetheless largely derived from having the opportunity to study or work at the educational and research centers in Europe (Rodgers, 1998; Smith, 2013). In the context of *AHPA*, reference to Germany’s culture of academic psychology

accounts for much of the inspiration and motivation behind the series. Exchange and integration with their European colleagues was an explicit agenda for the American academy at large, and for the *AHPA* editors in particular.

As he explained to Murchison in the aforementioned letter proposing the *AHPA* project, Boring had been inspired by his discovery of a collection of autobiographies by German philosophers already published in five volumes by Raymund Schmidt. The *Die Philosophie der Gegenwart in Selbstdarstellungen* (1921-1927) collection included narratives by a number of figures influential in psychology. His discovery of it led to his idea that it would be of benefit to undertake a similar project for their discipline specifically, one that would be more internationally inclusive, presenting European and American narratives together on equal footing (Boring, 1928a). There were no other such detailed resources available about the careers of those whom he considered to be ‘the greats’ for the edification of their peers and students (Boring, 1928a).

Boring’s initial list of fifty nine potential autobiographers contained, unintentionally, precisely twenty three Americans and twenty three Germans, and of the remaining twelve, only one was non-British (Frederic Kiesow). He felt these to be more or less representative ratios of the international field (Boring, 1928b). As the creation of their separate lists of one hundred names continued, discussion about the inclusion of individuals on the grounds of specific nationality and the exclusion of non-American figures due to a lack of familiarity with their work were topics of consideration. In August of 1928, Murchison distributed a composite list from which each were instructed to vote for no more than seventy five, and invitations to write were sent to all psychologists who received unanimous votes (there were forty four) (Murchison, 1928b). A process of bargaining (orchestrated largely by Boring) for the exchange and reversals

of votes between them rendered unanimous eight more who had received four out of five votes, and invites were sent to them as well. This contested group included Madison Bentley, Kurt Koffka, Cyril Burt, John Dewey, Johannes von Kries, Margaret Floy Washburn, and John Watson himself.

Another issue of concern which became apparent to the committee was age of potential autobiographers and whether or not to set an age minimum for inclusion. Boring had reservations about the uncertain direction of their younger counterparts' careers—even if undeniably prominent at the time of selection, his assertion was that “they might become nobody shortly or they might become something positive... Just at present they're not ready to place themselves and their histories are much less important” (Boring, 1928c). The project was being designed as a way to facilitate the storytelling by members of the elder generations who had influenced or impressed the editors and whose capacity to relate their experiences was increasingly at risk (Boring, 1928d). This priority was reinforced by Murchison in the spring of 1930, due to the death of Mary Whiton Calkins. He requested further cooperation from the committee to agree on and invite previously disputed individuals from their original composite list whom he feared would not survive the length of time it took them to begin planning the fourth volume (Murchison, 1930a). This effort resulted in the inclusion of a number who did end up writing for the second or third volumes, namely Benjamin Bourdon, Karl Groos, C. Lloyd Morgan, Joseph Fröbes, and Edward Wheeler Scripture.

After the solicitation of the narratives, the one other editorial activity of interest was undertaken by Murchison that spring, the drafting of a preface for the series. He and Boring conceived of this piece as serving a dual purpose: to promote the following volumes to the readership and also to attract the interest of those psychologists whom they coveted as

contributors (Murchison, 1929a). If the right tone was achieved in introducing the narratives, editorial prestige could be secured, and result in both critical and commercial success, and further participation and interest in future volumes. The competence of the editorial committees needed to be sold almost as much as the value of the autobiographies themselves in order for the project to become sustainable.

One of the dynamics that shaped the preface was the refusal to write by a few individuals (namely Muller, Stumpf and Cattell) whose contributions were seen as integral if the book was to be considered an accurate representation of the most historically influential psychologists. A year before, in spring 1929, Murchison had suggested that in order to “take care of [the declinations from] one or two of the older men,” they make a statement in the preface to the effect that some individuals who would “logically belong” in the first couple of volumes were not in it because they “found it impossible to write the material within the specified time” (Murchison, 1929b). Thus he identified the preface as a space they could use to simultaneously prevent embarrassment for anyone, tactfully make it possible for individuals who had declined to change their minds, and obscure the fact that there had been any refusals at all (Murchison, 1929b). However, Boring asserted that he thought they should attempt to achieve the effect Murchison was after while avoiding such an explicit statement. He was concerned that there would be already be “enough feeling” on the part of the authors and readers about the order of whom got selected when without their making it appear they intended to draw sharp borders “of eminence between the successive volumes” (Boring, 1929b). Rather, he advised leading the reader’s inference by implying that pragmatics prevented any strict distinction or rank. In a later letter on the same topic, he reiterated that their strategy should be to impart “a certain amount of chanciness” regarding who ended up in which volume so that they did not seem to be

“establishing a dignity of priority” (Boring, 1930). Thus, in the published preface Murchison states that their separate lists of nominations were compiled without mutual consultation, and that all invitees had been chosen unanimously (Murchison, 1930). However, this more accurately describes their intended process than how they actually had worked, which often involved contentious choices being made unanimous through negotiation and appeal by those who felt most strongly for or against specific psychologists, discussions that were more often than not instigated by Boring. As established, for these early volumes there was no explicit process of rank-ordering to justify which authors would be published first, and although Murchison wrote that there were many factors other than perceived prestige determining that decision, in reality there were few.

To reiterate, the final division of authors between the three volumes was based on a combination of factors involved in international communication and how quickly they could convince individuals to compose and submit their narrative, as well as considerations of seniority, and to what extent their contribution was perceived as being crucial to the integrity of the story of psychology. In other words, without an explicit organizing principle for the justification of who was to be included in the series, such as the ‘schools of thought’ approach suggested by Murchison and rejected by Boring, the kind of (questionably statistical) metric used by predecessors like James McKeen Cattell in his *American Men of Science* directory, or the less-discriminatory inclusiveness of Murchison’s *Register*, the *AHPA* editorial committee employed a combination of subjective evaluation and practicality guided by readily available resources to decide which psychologists to invite to write (Sokal, 1995; Murchison 1929). By treating the opinions of the committee members as the authoritative disciplinary perspective and depending on the membership lists of those professional associations in which they themselves

were active, the editors effectively relied on the institutional sites most visible to them, and by doing so, reinforced the construction of those sites as the locations where psychologists derive prominence. These sites included the schools where the committee members themselves had trained and worked, the national and international associations and societies of which they were part, as well as involvement in the production of journals and other disciplinary publications.

Identification of the AHPA Editors' Disciplinary Locations

The founding editorial committee for *AHPA* functioned in a way that the members' opinions about their peers were treated as conclusive disciplinary perspectives. In order to determine who they would include in their collection of autobiographers, they depended on knowledge derived from their respective access to specific sites of disciplinary privilege, such as the schools where the committee members themselves had trained and worked, the domestic institutional communities in which those schools were embedded, and the dominant European and American academic and profession cultures comprised of these various academic and social institutional communities. In doing so, the editors also reinforced the general perception of those sites as where psychologists achieve exemplary success. Thus, for a project founded on the specific intention to collect the personal reflections of the most eminent individuals within an institutionally oriented discipline, location within the relevant institutional networks matters. In other words, those determining whom is to be considered eminent must have access to the prestigious places where those individuals are to be found in order to first be able to make such a determination in an informed manner, and then to be able to invite, and perhaps convince, them to write. As such, it is key to the interpretation of *AHPA* as an accurate representation of the elite

in Western psychology to locate the members of the committee as being in positions of disciplinary advantage and wielding considerable influence.

Together, the members of the committee had more or less unfettered access to the dominant community of Eastern schools within the United States, as well as open ‘entrance’ to those in Europe. Boring earned his degrees from Cornell University with Edward Titchener, and then held positions at Clark and Harvard universities (Boring, 1961). Murchison was educated at Johns Hopkins University under Knight Dunlap and then worked at Clark as well, just after Boring’s departure (Murchison, 1959). Langfeld got his doctorate working with Carl Stumpf (who would become one of the *AHPA* contributors) at the University of Berlin before returning to the States where he worked at Harvard for fifteen years before being displaced by Boring (Bartlett, 1958). He went on to Princeton where he would end up directing the laboratory and chairing the department (Bartlett, 1958). Watson studied with John Dewey and James Rowland Angell at the University of Chicago and then took a position at Johns Hopkins (Watson, 1936). Buhler, who was the only non-American in the group, earned a medical doctorate at the University of Freiburg, and another PhD at the University of Strasburg (Bolgar, 1964). He went on to have a prolific career at various universities in Germany: Freiburg, Berlin, Würzburg, Bonn, Munich, and Dresden, from where he moved to the University in Vienna (Bolgar, 1964). During his tenure there he took a couple of years to do stints at Stanford University, Johns Hopkins, Harvard, and Chicago (Bolgar, 1964). Having to flee the Nazi administration in 1938 after being imprisoned, he immigrated permanently to the United States by way of Britain and Norway, and went on to work in Minnesota, and finally at the University of California Los Angeles (Bolgar, 1964).

The print industry, specifically that of academic journals, was another disciplinary domain in which the *AHPA* editors themselves found prominence, in which they influenced what kind of psychological knowledge would be disseminated, and where they interacted with those psychologists they considered exemplary for engaging with psychology in ways that the editors themselves condoned. At Clark, Murchison fashioned himself as a new bastion of domestic and international psychology publishing. He did so by simultaneously spearheading the inception of the school press, the continuation of G. Stanley Hall's journal *The Pedagogical Seminary*, renamed as *Journal of Genetic Psychology*, and the initiation of four more, including the *Genetic Psychology Monographs*, the *Journal of General Psychology* (with Titchener), the *Journal of Social Psychology* (with John Dewey), and his controversial private founding of the *Journal of Psychology*. Murchison's organizational clout was developed further through a lecture series his father-in-law sponsored that brought in numerous notable figures in psychology to the school, many of whom would become *AHPA* contributors, including Madison Bentley, Kurt Koffka, William McDougall, Robert Woodworth, Charles Spearman, John Watson, Joseph Jastrow, and Gardner Murphy. Capitalizing on the opportunity and translating it into further publishing acumen, he produced corresponding publications to the lectures (*Psychologies of 1925*, *Psychologies of 1930*) which in turn put him in contact with many more well established individuals, and inspired his lauded sequence of general handbooks (*The Foundations of Experimental Psychology* [1929], *Handbook of General Experimental Psychology* [1934], *Handbook of Child Psychology* [1932], *Handbook of Social Psychology* [1935]).

Compiling *The Psychological Register* (1929) was perhaps one of Murchison's greatest disciplinary coups, and would render him uniquely positioned to assist Boring with a project such as *AHPA*. Aided by Buhler and a comprehensive international committee including the likes

of Frederic Bartlett, Stefan Blachowski, Sante De Sanctis, Thorleif G. Hegge, Matataro Matsumoto, Henri Piéron and A. L. Schniermann,⁷ the *Register* consisted of relatively extensive biographic and demographic information for the living “important” psychologists from “most of the countries of the world,” including “full name, present address and position, birth date and place, educational and professional career, affiliation with learned societies, and bibliography” (Murchison, 1929). This task required Murchison to become familiar with the disciplinary landscape around the globe to an extent comparable only to those who were involved with the organization of international associations, giving him a privileged perspective that was an asset to the *AHPA* committee.

Both Watson and Langfeld served as editors of the *Psychological Review*, which had been founded by James Mark Baldwin and James McKeen Cattell as a response to G. Stanley Hall’s *The American Journal of Psychology* (Langfeld, 1943). Differing priorities had led the founding editors to part ways, and Baldwin sold it to his fellow *AHPA* autobiographer Howard Warren, who put Watson at the helm (Kintsch & Cacioppo, 1994; Sokal, 1997). Watson held the post for five years from 1910-1915, during which he used it to forward his theoretical agenda, and Langfeld for fourteen, from 1934 to 1948 (Kintsch & Cacioppo, 1994). Other *AHPA* authors who held the editorship include: Theodor Newcomb, William Estes, and Walter Mischel. Langfeld had also edited APA’s *Psychological Monographs* from 1931-1934 (Bartlett, 1958). On the other hand, Boring held a twenty three year position as contributing editor for the rival *American Journal of Psychology*, which began after the split between Titchener and *AHPA* contributor Karl Dallenbach (who had bought it from Hall) over the direction of its administration (Washburn, 1932). The two other members of the journal’s joint editorial

⁷ De Sanctis, Bartlett, and Piéron would go on to become *AHPA* authors.

committee during his era were both also affiliated with *AHPA*, Margaret Floy Washburn and Madison Bentley. Two more autobiographers, J. P. Guilford and Ernest Hilgard would also eventually serve on it (“Editorial Board Members and Cooperating Editors, 1887-1987,” 1987). Lastly, Boring founded a journal for book reviews for the APA in 1956 titled *Contemporary Psychology*, which ran in print until 2004 when it was restructured as the online database *PsycCritiques*.

Other crucial sites of disciplinary eminence where the editors themselves could be located, and that afforded them their assessment of prestigious senior colleagues, were the administrative committees of disciplinary and professional associations. Boring, Watson and Langfeld were participants in the exclusive group The Experimentalists, which had been propagated by Edward Titchener at the turn of the twentieth century largely as a ‘purist’ response to the heterodoxy at the APA;⁸ Boring and Langfeld would serve on the reorganization committee after Titchener’s death in 1929 (during the publication of the first *AHPA*) that would change the ‘club’ into an official ‘academy’ style honorary society named The Society of Experimental Psychologists (SEP).⁹

Also while they were publishing the first *AHPA* in 1929, Buhler was elected as president of the German Psychological Association. Langfeld and Boring would both serve as secretary for the APA from 1917-1919 and 1919-1922 respectively. Boring was instrumental in the creation of the experimental psychology oriented symposia known as ‘Round Tables’ at the annual meeting of the APA, which were modelled after the format of The Experimentalists—another strategic

⁸ As were *AHPA* autobiographers Allport, J. R. Angell, Bentley, Dodge, Judd, Katz, Pillsbury, Seashore, Warren, Woodworth, Yerkes (also an *AHPA* editor for volume IV).

⁹ *AHPA* authors who also served on the SEP organizing committee included Bentley, Dodge, Hunter, Miles, Warren, Woodworth, Yerkes (also an *AHPA* editor for volume IV). Other autobiographers were elected as charter members of SEP: Carr, Dunlap, Seashore, and Floy Washburn. Others who were considered but were not initially elected include Franz, Hull, Pillsbury, and Tolman.

reaction by the experimental psychologists who held positions of power within the association to the growing influence of their applied psychology counterparts (Goodwin, 2005). Watson served as the president of the APA in 1915; Boring did so in 1928, the year he came up with the idea for the *AHPA* series; and Langfeld in 1930, when the first volume in the series was in print and while the second was being produced. In fact, of the forty total *AHPA* editorial committee members over the nine volumes, thirteen were APA presidents.¹⁰ It is perhaps not surprising then, that so were forty two of the one hundred and twenty total contributing autobiographers.¹¹ Another way of framing this is to say that out of the one hundred and twenty two individuals who have served as APA presidents, forty two were also *AHPA* autobiographers. Nine of those contributed as both editor and autobiographer in the series.

Another crucial organizational activity undertaken by Langfeld and Boring while they were organizing *AHPA* was to serve as officers of the 9th International Congress of Psychology, which was the first to be hosted on American soil, at Yale in 1929. Langfeld was foreign secretary and Boring was general secretary under Walter Hunter as executive secretary, Édouard Claparède, who had begun his position as permanent secretary for the international committee of the previous session in 1926 at Groningen, James Rowland Angell as vice-president, and James McKeen Cattell as president. This opportunity for “international solidarity” was perceived as being of importance to the legitimization of the psychology academy in the United States, and the national executives took a more inclusive approach than the preceding congresses which had

¹⁰ Watson 1915, Yerkes 1917, Boring 1928, Langfeld 1930, Murphy 1944, Hilgard 1949, Sears 1951, Bruner 1965, Hobbs 1966, Lindzey 1967, Anastasi 1972, Tyler 1973, Kazdin 2008

¹¹ Baldwin 1897, Jastrow 1900, Whiton Calkins 1905, J. R. Angell 1906, Judd 1909, Pillsbury 1910, Seashore 1911, Thorndike 1912, Warren 1913, Woodworth 1914, Watson 1915, Dodge 1916, Yerkes 1917, Franz 1920, Floy Washburn 1921, Dunlap 1922, Terman 1923, Bentley 1925, Boring 1928, Hunter 1931, Miles 1933, Thurstone 1933, Hull 1936, Tolman 1937, Dashiell 1938, Allport 1939, Carmichael 1940, Murphy 1944, Rogers 1947, Hilgard 1949, Guilford 1950, Sears 1951, Mowrer 1954, Newcomb 1956, Cronbach 1957, Hebb 1960, Meehl 1962, Osgood 1963, McNemar 1964, Bruner 1965, G. A. Miller 1969, Anastasi 1972, Bandura 1974

limited invitations (“Ninth International Congress of Psychology,” 1928, p. 122; see also Rosenzweig, Holtzman, Sabourin, & Belanger, 2000). The congress attracted notable domestic resources: the APA opted to cover the expenses of hosting and publishing the meetings’ proceedings, the registration fee was reduced by half to five dollars for non-American attendees, their travel and accommodation costs were subsidized by the Carnegie Foundation, and arrangements were made for some of the bigger names (including Karl Buhler) to give lectures at American Universities (Rosenzweig et al., 2000). Buhler would later also serve on the executive committee, and Langfeld would continue as assistant secretary until taking over the position of secretary-general after Claparède passed away in 1940. Langfeld would go on to become instrumental in the founding of the Congress’ descendant, the International Union of Psychological Science, serving as its first secretary-general at Stockholm in 1951. Of the forty one total autobiographers who wrote in the early *AHPA* volumes (the first three volumes), twenty six were members of the Congress.¹² Between the early Congresses and those hosted by the International Union, eleven *AHPA* authors have served terms as president,¹³ and five more served variously on the executive committee.¹⁴

Beyond these, Langfeld served also as chairman for the committee on International Relations in Psychology of the National Research Council, and as vice president for the psychology sections of the American Association for the Advancement of Science, and the International Union of Biology. Boring was chairman of the Intersociety Constitutional

¹² The fifteen *AHPA* authors in the first three volumes who were *not* listed as Congress members are: Whiton Calkins, Kiesow, Ziehen, Dunlap, Groos, Judd, Terman, Yerkes, Bentley, Carr, Fröbes, Marbe, Scripture, and the first *AHPA* committee’s own Watson.

¹³ Stumpf 1896, Myers 1923, Heymans 1926, Høffding appointed but deceased prior to meeting in 1932, Piéron and Janet as honorary in 1937, Drever 1948, Katz 1951, Tolman 1954, Michotte and Piaget 1957, Buhler (honorary) 1960, Klineberg and Boring as honorary in 1963.

¹⁴ Klemm, Bartlett, Carmichael, Luria, and Bruner.

Convention that restructured the APA beginning in 1943, and was made honorary first president of the Division for the History of Psychology in the APA after its founding in 1966 (Anderson, 1943; Hilgard, 1982).

Discussion

This section argues that *AHPA* was uniquely successful as a historiographic effort to accurately portray psychology's elitist mainstream because the founding editors were themselves centrally located in the disciplinary networks that they valued. The range of positions they were granted, and professional responsibilities they undertook gave them experience engaging in the type of judgment that they employed to vote for and enlist their seniors and peers to relate their personal stories. While on executive committees of the professional associations, they would have had to elect new members, manage membership regulations, and generally track the status of disciplinary affairs in order to effectively administrate the conferences; by holding academic appointments that included running psychology departments and laboratories, they were put in positions where their opinions about colleagues' work, personalities and social status in relation to their achievements as researchers, professors, and students would be privileged; as editors of disciplinary journals, they were practiced at judging the substance of submitted materials, keeping a critical eye on the field as a whole through what they and their counterparts were publishing, and corresponding with their fellow psychologists in an decisive role regarding individual contributions to the literature of their eras.

It can be posited that these kinds of disciplinary construction, promotion, and epistemological gatekeeping efforts were in fact particular strengths of the *AHPA*'s founders (see Lewin 1943; and Barzilai-Nahon, 2009). Their respective psychological endeavours were

without exception either highly controversial or considered not particularly noteworthy, yet each wielded considerable administrative influence at some point during their career which resulted in their collaboration on *AHPA*, and that power can be largely attributed to their positions in and access to elite establishments. The prestige garnered from such activities was not lost on them or on those around them—Boring was unabashedly ambitious in regards to influencing both the future direction of American psychology through his participation in associations, but also with the perception of its past through his writing; he conceived of himself as a disciplinary arbiter, and was explicitly preoccupied with boundary-work throughout his career (Gieryn, 1983; Rutherford, in press). A label he self-adhered was “commanding servant,” the tone of which speaks to an only partially ironic pretension that pervades much of his professional communication and that borders on the imperious (Boring, 1961). Murchison has been called “no ordinary legend” in psychology because “he was not a theorist, a researcher, or an interpreter of psychology; he was an organizer—an organizer of the first rank—in the developing field” (Thompson, 1996). Through their admittance to organizational spaces like Harvard and the APA from where they could function in eminent administrative capacities, the editors’ historical works like *AHPA* thereby contributed to the reaffirmation of those locations as influential. As hoped by the committee, autobiographical contributions by a range of prominent individuals, with whom they were connected through these institutions led to the positive regard for the endeavour by others to whose works they were partial, and this type of success in turn gave the authority to the later committees and thus established the project as generally sanctioned histories.¹⁵

¹⁵ It needs to be noted that in spite of its generalist title, the exclusivity of the *AHPA* project in terms of theoretical and methodological range, gender, race, and eventually nationality precludes it as being successfully representative of psychology as a field overall, as evidenced by the wide propagation of alternative autobiographical series including: *The History of Clinical Psychology in Autobiography*, Volume I (1991), and

Additionally, the unique features of the *AHPA* series allowed it to function as an internal historical record of how the predominant generational communities in Western psychology conceived of themselves: Although the editors held relatively disparate ideological priorities, their process of consensus for selecting authors ensured a broader range of represented views than if fewer, or a single editor(s) undertook the same endeavour. The choice of autobiographers was based on criteria of perceived prestige, or eminence, and as such limited the extent to which individual theoretical or methodological biases could influence their choices. Lastly, compared to historical works written retrospectively from greater temporal distance or without personal involvement by the author, the *AHPA* project consists of history written by those who experienced it—the production each volume was contemporaneous to its own historical era. Thus, *AHPA* serves as an accurate self-representation of Western psychology from an elitist American perspective, and conveys a portrait of the socio-institutional networks that constitute this self-determined disciplinary geography with a precision not commonly managed by historiography.

Volume II (1993) edited by Clarence Walker; *A History of Developmental Psychology in Autobiography*, (1996) edited by Dennis Thompson and John D. Hogan; *A History of Geropsychology in Autobiography*, (2000) edited by James Birren and Johannes Schroots; *Autobiographies in Experimental Psychology* (1985), edited by Ronald Gandelman; *Models of Achievement: Reflections of Eminent Women in Psychology*, edited by Agnes N. O'Connell, volume I (1983), volume II (1988, with Nancy Felipe Russo), volume III (2001); *Psychologists on Psychology: Modern Innovators Talk About Their Work* (1st edition 1977), and *Psychologists on Psychology: A Unique Collection of In Depth Conversations with World-famous Psychologists* (2nd edition, 1995), edited by David Cohen; *The Making of Psychology: Discussions with Creative Contributors* (1976), edited by Richard Evans; *Life and Story: Autobiographies for a Narrative Psychology* (1994), edited by D. John Lee; the special issue of the Journal *Psychomusicology: Music, Mind and Brain* titled *A History of Music Psychology in Autobiography* edited by Annabel J. Cohen; and *History of Psychology in Autobiography* (2009), edited by Leendert P. Mos.

Digital Social Network Analyses of the *A History of Psychology in Autobiography* Volumes: Institutional Affiliations in Western Psychology's Elite as Indicative of Shifting Disciplinary Centers and Peripheries.

Theoretical Foundations

On the topic of the intellectual geography of center and periphery in psychology, Kurt Danziger (1989, 2006) articulated that rather than the 'single origin into coherent progress' scheme generally found in standard accounts of the history of modern psychology, to locate the beginnings of the discipline,

“one would have to go not only to Wundt's laboratory in Leipzig but also to Galton's anthropometric laboratory in London, to Charcot's clinic in Paris, to the Bureau of Salesmanship Research at the Carnegie Institute of Technology in Pittsburgh, and to many other places....Different versions of modern psychology appeared at more or less the same time in a number of countries” (p. 210).

He emphasizes that during the early decades of the twentieth century there was both a profound localism through which all significant contributions were marked by their particular context, and also a tradition of international exchange with the translation of texts, the scheduling of the World Congresses, and a limited amount of scholarly traffic to the relatively autonomous centers with active laboratories (Danziger, 1985, 2006; see also Rosenzweig et al., 2000). He goes on to elucidate the reduction of this geographic and intellectual pluralism in the second half of the twentieth century when the flow of information in psychology “ballooned,” but also shifted from more or less equal exchange among centers to a unidirectional flow from a central source – the United States - towards “peripheral” recipients (Danziger, 2006, p. 212). This asymmetry was driven by an influx of resources to U.S. psychology post-World War II that

rendered the effects of its research and practice of “a different order of magnitude” than its counterparts (Danziger, 2006, p. 212).

A key aspect of Danziger’s argument is that a corresponding substantive incoherence, which is intimately associated with the diverse geography of psychology’s beginnings, is obscured in traditional histories through the use of language that fails to illuminate the “fundamental disagreement about the subject matter of psychology and the appropriate way of studying it,” not to mention practicing it (Danziger, 2006, p. 211). History and introductory textbook writers have tended to overemphasize and decontextualize post-war American schools of thought, like neo-behaviorism and cognitive psychology, which served both prescriptive and synthetic functions in the field. As such, the theoretical and methodological incommensurability between the wide variety of early research and application have been shrouded within text accounts by a portrayed semblance of linear progression resulting in the dominance of these mid-century sub-disciplines.

These dynamics of geographic, and corresponding theoretical and methodological, disparity becoming subsumed by the ascendance of a tradition from a particular region into prominence is illustrated in detail by the contributions to *A History of Psychology in Autobiography (AHPA)*. Consequently, it is possible to create and analyze social networks from the institutional affiliations reported within the *AHPA* narratives as a method of assessing Danziger’s argument about how disciplinary leaders understood the changing geography of prominence over the century. The series is a history of prevalent practices in psychology constructed from within the prevailing perspectives. It was also produced in contemporary installments rather than retrospectively. Because of these factors, the contributing psychologists and the institutions with which they were affiliated reflect both the German and Western

European academic predominance in the era of the early volumes, and then the rising American-centrism (and the corresponding isolated center-periphery dynamic with the Soviet Union as its core) in the later volumes. *AHPA* is unlike the kind of disciplinary historiographic efforts in which the ideological assumptions that inform what will be portrayed are those of a single author, and in which there is temporal, or at least physical, distance between the narrator and their subject. Rather, the substantive control wielded by the *AHPA* editors was limited to procuring groups of contributors who, when combined, would most precisely epitomize what they felt to be the scope of eminence within the discipline; the accuracy of biographic detail in the narratives such as research contributions and institutional affiliations depended on the discretion of the individual authors about their own experiences within the concurrent cultures of disciplinary psychology. I argue that the following features render *AHPA* into a unique archive of the geographic and theoretical plurality within the early history of modern Western psychology: 1) members of the committees that selected the contributors could make legitimate claims to holding authoritative perspectives on elite seniors in their field, 2) it was designed to be a comprehensive portrait of the disciplinary hegemony, and 3) it is told from the first-person perspective. As each volume was contemporaneous to the era it described, the entire series is a collection of recent histories that provides historical stand points often lost or ignored in traditional accounts within disciplinary histories.

Method

This chapter presents a digital social network analysis of the institutional affiliations reported within the *AHPA* narratives in order to assess how the discipline located its own intellectual centers and peripheries through changing institutional geography. The

methodological framework employed is Breiger's "duality of persons and groups" approach to social networks (1974), which allows for "the interpenetration of networks of interpersonal ties and networks of intergroup ties" (p. 181). "These techniques are useful in the study of...clique structures, organizations within community and national power structures, and other collectivities which share members" (Breiger, 1974, p. 181). In this project, the interpersonal ties are between individual psychologists by mutual affiliation with institutions, and the intergroup ties are between institutions through shared affiliates. Thus, the value of the tie between any two psychologists is defined as the number of institutions of which they are both affiliates, and the value of the ties between any two institutions is defined conversely as the number of psychologists that affiliate with both (Breiger, 1974). While these two types of networks are mutually incomparable in the sense that they represent different levels of structures, they stand in intimate relation to one another: The construction of matrices of these distinct person-to-person and group-to-group ties are derived from a single binary matrix of person-to-group (psychologist-to-institution) affiliation (Breiger, 1974). This is achieved through a two-step process: the transposition of the affiliation matrix's rows (person/psychologist) and columns (group/institution), and the (matrix) multiplication of the original and transposed versions. The multiplication is conducted twice to produce the two new matrices, original by transposed to create the person-to-person one, and transposed by original to create the group-to-group one. Hence, the analyses for both networks are interdependent, and associations between nodes within either one are explained in terms of affiliations between them.

I derived data for the original binary person-to-group matrix through manual assessment of the psychologists' narratives. I defined institutional affiliation as any educational attendance, employment, or position of associated research at universities and hospitals that lasted at least

one ‘season,’ which equates roughly to a semester. Which is to say, the identified involvement with an institution was assessed, and if it was determined to be only temporary, such as a short visit (e.g. a week or two), it was excluded; however, if it was a visit of some substantial length of time and involved some form of official engagement such as course attendance, research, internship or lectureship, it was included. Because the *AHPA* volumes were my exclusive source, even if it has been historically established that a psychologist spent time at a given institute, if they did not feel it necessary to mention it in their narrative, or if that era of their life had not yet occurred, it was not included. The decision to limit the definition of institution to universities and hospitals was pragmatic due to considerations of scope for this particular analysis. Other relevant institutional affiliations for future analyses include professional associations and societies, funding agencies, military agencies, private research centers, social services, private companies, and publishing ventures. Because all data regarding affiliations was collected entirely from the *AHPA* narratives themselves, in-text citations for this information are not included. Without exception, all information about each psychologist’s affiliations can be found specifically within their own autobiographical chapter.

To visually represent the *AHPA* psychologist-to-psychologist and institution-to-institution networks, I used the open-source software Gephi (Bastian, Heymann, & Jacomy, 2009). This program translates the information about the relations between the persons and groups into interactive visualizations to assist interpretation and presentation. In Gephi, the relevant entities within either network (either person or group) are called nodes, and are represented by labeled circles. The relational ties between them are called edges and are represented by connecting lines. The number of edges adjacent to a node indicates its value to the network and is defined as a measure called degree. For example, if a person node is tied to

three other nodes through mutual group affiliations, that node has three degrees. The value of these ties is defined as a measure called weight. For example, if an institutional node shares multiple affiliates with another node, the edge between them will be weighted appropriately (the edge is thicker). Because the importance of nodes to their network is determined by their size and centrality (which is determined by the number of degrees and weighted degrees they possess), consequently, such network analysis privileges quantity of affiliation (Freeman, 1978). Persons who are involved in more of the same groups as their counterparts, and groups that affiliate more of the same persons as their counterparts, are structurally more important to their network. To clarify, if a psychologist was affiliated with many institutions, this may not result in their node having many degrees if other psychologists do not also affiliate with those same institutions. However, if that individual affiliates with many of the same institutions as others in the network cohort, their node will be high-ranked through these associations. On the other hand, if a psychologist does not affiliate with many institutions, but the relatively few with which they do affiliate also affiliate many other psychologists in the network, that individual will have a high ranking within their network cohort. However, if the relatively few with which they affiliate do not also affiliate other psychologists in the network, their degrees and ranking will be comparatively low. Those who have the largest number of affiliations that associate them with their counterparts (and those whose degrees of association are weighted the highest by having the highest number of multiple shared affiliations with the same individuals) will have the top-ranked nodes. Likewise, an institution that affiliates multiple psychologists who do not affiliate with many other institutions, or whose other affiliations are different from those of their cohort counterparts, will have fewer degrees of association than those that affiliate the same number of psychologists who also have more affiliations that are shared by others in the cohort. Those

institutions that have the most affiliates who also affiliate with the highest amount of the same institutions as their counterparts (and those institutions that share weighted degrees with the highest number of other institutions by both affiliating multiple psychologists) will have the top-ranked nodes.

At the other extreme, because the Gephi software is only capable of networking positive values from the matrices that are imported into it, if a psychologist does not associate with any of their counterparts in a cohort through an institutional affiliation, he or she cannot be represented by a node in the person-to-person network and is excluded from the visualization and its accompanying degree rank tables. This occurs on multiple occasions throughout the volumes, most notably in the second psychologist network: James Drever, Giulio Cesare Ferrari, Gerardus Heymans, Harald Høffding, making for a third of the fifteen in that cohort who are not represented. Such individuals were often nationally prominent within European countries like Italy, Denmark, and the Netherlands, which can be considered peripheral to the more dominant centers like Germany, France, Britain, or Russia. While they were renowned as representatives of their respective nations, their reputations were not established through institutional networking with their international generational cohorts, but through some other aspects of their work which was undertaken in relative isolation. The same would also occur within the group-to-group institutional network if a psychologist had only a single institutional affiliation and it did not associate them with any of their counterparts—it would not be represented by a node. However, this does not happen in the *AHPA* networks, the psychologists who are not represented by nodes each identified at least two institutional affiliations, and thus these are represented within the institutional networks as isolated modular clusters in which the nodes are connected by edges only with each other, separate from the larger network cluster communities.

Hence, what is being measured is a form of social prominence, and in the context of *AHPA*, the most prominent figures are those who went to the most institutions within the institutional communities that were training the most influential cohorts of psychologists. Other assessments of importance, such as the production of influential psychological work on the part of an individual psychologist or institutional group (e.g. citation analysis), cannot be addressed through these measures and are outside of the scope of this analysis.

Introduction to the Analyses of Networks

There are two networks for each of the nine *AHPA* volumes derived from the psychologist-institution affiliations for each—one in which the individuals are the nodes and the institutions are the edges, and the other in which this is inverted and the institutions are the nodes and the individuals are the edges. Examples of still images of the networks for volume I and for the institutional network for all nine volumes combined are provided in appendix A and degree rank tables for all of the networks are provided in appendix B. These can be viewed in conjunction with the analyses.

In the written explanations of the volumes' networks, psychologists' full names are identified first and upon further mention are for brevity's sake identified by surnames exclusively. Similarly, 'University' is not affixed to institutional names and it should be presumed that an institution is a university unless there is indication otherwise (colleges and hospitals are identified as such). Because institutional names and spelling of institutional names are prone to change over time, contemporary usage is employed for all. The United States of America is referred to variously as 'the United States' or 'America.' For clarity's sake

(readability), numbers are written as digits exclusively to indicate degrees within the networks, otherwise they are written out as words. Exceptions to this are the use of digits to indicate years, and for more general use during the analysis for the total cohort network for all nine volumes.

A distinction is made for differences within institutions in a couple of instances—when the institutions themselves provide a separate label for a part of their school, such as separate colleges for women or graduate schools; or for a department that is notably disparate from psychology, such as law, educational, medical or teacher's college. This distinction affects the analyses because it creates separate nodes that will be ranked as of lesser importance to their network than if they were amalgamated as a single node. Such differences are notable when it determines whether or not an institution is represented by a high ranking node, or if the separate parts of an institution are represented by lower ranking nodes. In such circumstance that this is the case, it is noted and taken into consideration.

Thus, it is crucial that the discussion of each network be sensitive to these and other contingencies in construction and interpretation. Rather than taking a restrictive or formulaic interpretive approach, discussion of the *AHPA* networks follow a similar but flexible procedure which is informed largely by the unique features of the cohorts depicted. The ranking of nodes' (weighted) degrees is not necessarily interpreted as indication of real or interesting individual differences. Instead, loose groups of five top-ranked nodes are distinguished within each. This somewhat arbitrary number equates to a third of fifteen, the total possible number of psychologists per volume. This number for the top-ranked group varies based on the actual number of psychologists in specific cohorts, and the relation of the nodes to each other in each network. For example, when the top-ranked nodes have notably different amounts of degrees their individual rankings are more meaningful than when they all have a similar amount, in

which case the group ranking as a whole may say more about the network's characteristics.

There may be fewer or more than five nodes that are notable as being significantly ranked above their counterparts. The interpretation of each network is informed by its extent of integration, or lack thereof.

How the networks relate to each other is interpreted as a representation of a changing institutional geography. By analyzing the institutional affiliations among the generations of *AHPA* cohorts as an accurate sample of Western Psychology's elite, institutions' prominence in relation to the entire nine volume network can be assessed, as well as the chronology of shifting institutional communities as the discipline changed over the century.

Summary of the Analyses

I present the first three volumes both as a group and individually because they were produced as a set by the same editorial committee (of which Boring, Murchison, Langfeld, Buhler and Watson were the members). First, I offer an introduction of the historical context for the early cohorts, I present the separate assessments, and then conclude this early cohort with an institutional network that combines the nodes from all three.

The introduction to the early volumes focuses on the influence of German and other European academic systems on early twentieth century Western psychology, as well as the effects of the political environment on the production of the series and as reflected in the institutional affiliations of its autobiographical narrators.

I discuss the first volume (1930) in a manner that introduces the format of analysis for the reader: the top-ranked nodes from both the institutional and psychologist networks are

highlighted and explained in terms of each other. Because these networks serve as an introduction to the how the network analysis is undertaken in this paper, and the institutional cohort is comparatively small, all of the nodes from both networks are taken into consideration. I identify the few outlying psychologist nodes and institutional node clusters in comparison to the central network community. The discussion is forwarded through the use of highlights from individual psychologist career trajectories as explained by their institutional affiliations.

In the explanation of the second volume (1932) psychologist network, I emphasize it as exemplary of less integrated network structures through a discussion of its internally disparate cohort, which is comprised of a highly intra-associated central community, a loosely associated mid-range, and a non-associated periphery. These thirds are considered in terms of internationality. I then explain the central community's large proportion of shared affiliations through a discussion of the top-ranked institutional nodes. Their relevant non-shared affiliations, as well as the affiliations of the mid-range third and the non-integrated modular clusters of institutional nodes are mentioned.

For the third volume (1936), my discussion focuses on nationality and gender, and then continues onto network structure and the amount of integration, including comparison with the previous two volumes' networks. I address the top-ranked nodes for both networks in relation to each other, and then discuss relevant highlights for the remainder of the affiliations, in terms of individual careers.

The conclusion to the early volumes considers the changing context that affects the differences between networks for the first three and the later six volumes. The discussion focuses on the top-ranked node of the combined institutional network for all three of these volumes in

order to illustrate the relationship between social prominence and institutional participation in psychology as a discipline.

The contextual aspects of the fourth volume's (1952) transitional position are introduced, and I discuss the structure of the networks in relation to the individual psychologists' number of affiliations and careers that were embedded within the widespread disciplinary transitions that characterized this era. After summarizing the top-ranked psychologist nodes and the corresponding nodes for their institutional affiliations, I address the remaining psychologists and their institutions according to nationality, with emphasis on the increasing dichotomy between Europe and North America.

I discuss volume five's (1967) networks with emphasis on the comparably high levels of integration for the whole cohort (all individuals are mutually associated with multiple counterparts, excluding one who does not associate with any others), as well as the exclusively American and male characteristics. I outline this structure, first through the associations between the top psychologist nodes, then through the associations between the top institution nodes, and finally through the remaining associations as well as passing reference to each individual's remaining affiliations that do not provide them with associations.

I frame the sixth volume (1974) in terms of a return to a more international scope for these later volumes. The unique structure of this volume's networks (which consists of a relatively equally ranked central community contrasted by isolated modular peripheral clusters) is articulated, with emphasis on the influence of a comparably low average of affiliations per psychologist, which for the most part were comprised of the top-ranked institutions.

As with most of the preceding ones, I open discussion for the seventh volume (1980) with its contextual aspects, as well as gender and nationality demographics. I go on to focus on the lack of integration in the network structures, which I explain as being due to this cohort having the lowest rate of affiliations per individual combined with how few of those affiliations are shared as associations between the psychologists. I then address the resulting lack of a top-ranked group of psychologists, and identify the few shared affiliations. A concluding comment is also included, regarding what these loosely integrated networks imply about the new features of the American-dominated modern Western discipline of psychology.

The discussions of the eighth (1989) and ninth volume (2007) networks are similar in that in both I focus on the high level of intra-association and inter-affiliation between the psychologists and institutions, but for the final volume I frame this integration as stemming from the prevalence of the top-ranked institutional nodes. The discussion of volume eight highlights how it differs from the previous two in that its networks are largely intra-associated and inter-affiliated. I address the ways that the top-ranked psychologist nodes associate and account for the top-ranked institutional nodes. After my coverage of the general topic, the details are elaborated in relation to individual psychologists' career trajectories.

In conclusion, I offer an analysis of an institutional network for the entire series, with an emphasis on network structure and integration in terms of its national distribution. Similar to the concluding analysis for the early volumes, focus is given to the top-ranked node to facilitate discussion of what the institutional associations from the series illustrate about disciplinary psychology as a whole.

Introduction to the Early Volumes: I, II, & III

The first three volumes of *AHPA*, published in 1930, 1932, and 1936, captured the moment in psychology as a discipline between the World Wars and before the eclipse of Western Europe's empires and economies, when Germany was still standard bearer in post-secondary education (Sprung & Sprung, 2001; Ash, 1980; Rodgers, 1998). As discussed in the first chapter of this paper, the series editors' selection of psychologists for the inaugural volumes reflects an American psychology that still defined itself in terms of the influence of the German tradition and its intellectual and pedagogical innovations.¹⁶ Although the discipline had been expanding in the States since the turn of the century with a corresponding development of indigenous methods and theory, credibility and cultural capital as an American psychologist was nonetheless still derived from having the opportunity to study or work at a network of relatively few educational and research centers in Europe and then either securing a position at one of them to continue research, or by disseminating theories and methodologies adopted in these locations to American universities (Boring, 1961; Smith, 2013). The *AHPA* project was initiated when the editorial team was also preoccupied with administrating the 1929 international congress that was being held at Yale, and opportunities for unprecedented intercontinental collaboration abounded (Boring, 1929a; Rosenzweig et al., 2000). Because the committee voted on and sent out enough invitations to fill numerous volumes, the content of each of the volumes was contingent upon

¹⁶ Vol. I: James Mark Baldwin, Mary Whiton Calkins, Édouard Claparède, Raymond Dodge, Pierre Janet, Joseph Jastrow, Frederico Kiesow, William McDougall, Carl Emil Seashore, Charles Spearman, William Stern, Carl Stumpf, Howard Warren, Theodor Ziehen, and Hendrik Zwaardemaker.

Vol. II: Benjamin Bourdon, James Drever, Knight Dunlap, Giulio Cesare Ferrari, Shepherd Ivory Franz, Karl Groos, Gerardus Heymans, Harald Høffding, Charles H. Judd, C. Lloyd Morgan, Walter B. Pillsbury, Lewis M. Terman, Margaret Floy Washburn, Robert Woodworth, Robert Mearns Yerkes.

Vol. III: James Rowland Angell, Frederic Charles Bartlett, Madison Bentley, Harvey A. Carr, Sante De Sanctis, Joseph Fröbes, Otto Klemm, Karl Marbe, Charles Samuel Myers, Edward Wheeler Scripture, Edward Lee Thorndike, John Broadus Watson, Wilhelm Wirth.

who provided positive responses and finished their narrative in a timely manner. Nevertheless, the editors worked hard at securing as many renowned European names to contribute to the books and prioritized including those who wrote in the very first volume to increase its appeal to both American and European readerships. By the time the third volume was completed, relationships between the editors and the socio-political context had changed irrevocably. The surge of unprecedented opportunity and resources made newly available by the military industrial complex in the United States was inverse to the destruction of establishment experienced by academics across the Atlantic Ocean (Pickren, 2007; Rice, 2005; Capshew, 1999; see also Baker & Pickren, 2006; van Strien, 1997). Thus the stories told by the psychologists in the cohort of the first three volumes were rendered historical almost immediately upon their publication. In other words, the discipline in which their contemporary audience worked quickly became unrecognizable from the one that they had described.

Networks Analysis for Volume I¹⁷

The networks for the first volume reveal a relatively coherent group of psychologists (James Mark Baldwin, Mary Whiton Calkins, Édouard Claparède, Raymond Dodge, Pierre Janet, Joseph Jastrow, Frederico Kiesow, William McDougall, Carl Emil Seashore, Charles Spearman, William Stern, Carl Stumpf, Howard Warren, Theodor Ziehen, and Hendrik Zwaardemaker) whose highly weighted degrees of association are explained by mutual affiliation with a community of German schools that account for four of the five top-ranked nodes in the institution network table, and eleven of the total fifty institutions in the graph: Göttingen, Berlin,

¹⁷ Please see Appendix A, Figures 1 and 2 (on pp. 99-100) for still images of the psychologist and institutional networks for the first volume.

Leipzig, Halle, Würzburg, and Munich are centrally located because the majority of their weighted degrees are associations to each other, yet each is also directly connected to institutions in North American and other European countries which make up the periphery of the network (see Tables 1a and 1b in Appendix B, pg. 104).

Göttingen is the most central node in the network, with more than one mutual affiliation with four of its associated institutions. However, as discussed in the method section, this is the case because the network analysis privileges those with more affiliations, and the four psychologists affiliated with Göttingen, Spearman, Stumpf, Dodge and McDougall all have at least five affiliations with other institutes. In comparison, both Berlin and Leipzig, also have five affiliated authors each, but not all of those psychologists have as many other institutional affiliations. Hence, even though they have slightly fewer degrees of association, it can be said that their importance to the network is comparable. It is notable that Göttingen's and Berlin's centrality and equality with Leipzig in this network complicates traditional received historical assertions that position the latter as the definitive, singularly prominent institution in the 'new' German psychology academy (Danziger, 2006). Göttingen has connections to prominent British institutions, as well as Columbia, Yale, and Harvard. Berlin is central to a network of universities in the rest of Germany, Austria, the Netherlands, and the United States (Johns Hopkins, and Princeton). Leipzig also connects Johns Hopkins and Princeton, as well as the French institutions, Canada, and Mexico.

There is a total of thirteen American institutions in the network, one of which, Johns Hopkins, holds the highest-ranked position (on the central role of Johns Hopkins in early American psychology see Green, 2007). The nodes for both Columbia and Princeton also possess a high degree of centrality. The nodes representing institutions from other countries in

Europe that have the most weighted degrees are from Britain and France: Oxford and University College London, and the Sorbonne.

In addition to these institutions with a high degree of centrality, there are a number of more peripheral clusters because they contain various institutions to which only single individuals were affiliated. For example, on the outside there are institutions to which only the authors with 1 degree of association in the psychologist network claimed affiliation. Mary Whiton Calkins was at Wellesley, Clark and Harvard. The latter is the only one of that institutional group connected to the rest of the network, through William McDougall. Thus, the former two each have degrees of 2, and Harvard (9 weighted degrees total) has 2 degrees from Calkins, and another 5 from McDougall (see Table 1b). Likewise for Gustavus Adolphus College, the University of Iowa and Iowa Institute for Mental Health (each with 3 degrees), which are associated with Yale through Carl Seashore, (and Yale is connected to the rest of the network through Raymond Dodge); finally, Zwaardemaker associates Amsterdam Military Hospital, Utrecht Veterinary and Military Schools (with 3 degrees each) with Utrecht University, which is then more interconnected by Ziehen.

In the psychologist network, the nodes which are most highly connected are Spearman, Warren, Stumpf, Ziehen, and Baldwin. Like Göttingen in the institutional network, Spearman's is the most prominent node in the psychologist network. This is because of the large number of institutional affiliations he held as well as the psychologists with whom he is associated. There are other nodes representing authors who had higher numbers of affiliations than Spearman, but were associated with fewer or no other psychologists through them. Spearman was not affiliated with any institutions that were not also shared by one of his counterparts. The only British psychologist in this cohort, he was affiliated with all of the German schools except Halle and

Munich. He began his education and career at Leipzig, where he earned his doctorate, then went variously to Würzburg, Göttingen and Berlin before being appointed at University College London where he succeeded William McDougall.

Warren and Baldwin are Americans (two of six in the network) who shared a number of institutional affiliations with Spearman. After holding positions at Leipzig, Berlin, Munich and the Sorbonne, Warren returned to his alma mater, Princeton, where he was retained for the remainder of his career, first as James Mark Baldwin's research assistant in founding the psychology department, and then as its inaugural chair. Baldwin had also been attracted to Leipzig after his undergraduate experience at Princeton, and then pursued his storied career back at Princeton, Toronto, Lake Forest College in Illinois, Johns Hopkins, Mexico, and Paris (for more on Baldwin's social-professional controversy, see Wozniak & Santiago-Blay, 2013). Toronto, Lake Forest, and Mexico, are the nodes in his affiliation cluster that do not have any other affiliates.

Another prominent American psychologist in this network is Dodge. He went to Halle after Williams College because he had been refused scholarship aid at both Harvard and Columbia. That affiliation with Halle links him with Stumpf and Ziehen. He would eventually achieve the desired affiliation with Columbia (associating him with Jastrow), and Yale (associating him with Seashore). He later took a sabbatical year at Göttingen, which accounts for the rest of his associations, and spent some time at the Marey Institute in France. He was also employed by Wesleyan University and Ursinus College, affiliations for which, like Williams and Marey, he is not associated with the other authors.

Unlike their foreign counterparts, neither top-ranked Germans were ever affiliated with Leipzig—Carl Stumpf, whose narrative was translated from his contribution to Schmidt's

philosophy autobiographies, studied and worked alternately at Würzburg and Göttingen before proceeding to periods of time at Prague, Halle, Kaiser Wilhelm Military Academy, Munich, and finally Berlin, where he stayed for over three decades. Prague and Kaiser Wilhelm are the only nodes in his institutional cluster that do not associate him with others in the network. Ziehen's node also has many degrees due to his affiliation with other German institutions, including Berlin, Würzburg, Halle, Jena, and the private asylum run by a Dr. Kahlbaum at Görlitz.

The remaining German psychologist, Stern, got a degree at Berlin which accounts for all four of his associations with the other psychologists, and then held positions at Breslau and Hamburg. Connecting the rest of Europe is McDougall, who brought his early Manchester and Cambridge training to St. Thomas' Hospital and University College in London (which associates him with Spearman). He spent a year at Göttingen before taking a post at Oxford for a decade (which associates him with Joseph Jastrow) during which he also worked at the Oxford City Hospital. Afterwards, he moved his career to America at Harvard through which he associates Mary Whiton Calkins with the rest of the network. As previously mentioned, Kiesow studied at Leipzig, and then spent his career in Italy at Turin while also doing some research in Zurich; Claparède also spent a semester at Leipzig, associating him with Spearman, Warren, Baldwin and Kiesow, but his time in that lab was cut short. He gets associated with Janet at the Pitié-Salpêtrière Hospital, but was centered out of Geneva and founded the J. J. Rousseau Institute, both of which do not associate him with anyone. In comparison, Janet's entire career is spent in France, and he is associated only with those who studied or worked there—as just mentioned, through the Salpêtrière with Claparède, with Baldwin at the University of Paris, and with Warren at the Sorbonne specifically. Similarly, as we have seen, Zwaardemaker worked exclusively in the Netherlands.

Networks Analysis for Volume II

The psychologists for the second volume are among those from the original invitation to contribute who either were not selected by the editorial committee to be included in the first volume or did not compose their narrative in time to be included (Benjamin Bourdon, James Drever, Knight Dunlap, Giulio Cesare Ferrari, Shepherd Ivory Franz, Karl Groos, Gerardus Heymans, Harald Høffding, Charles H. Judd, C. Lloyd Morgan, Walter B. Pillsbury, Lewis M. Terman, Margaret Floy Washburn, Robert Woodworth, Robert Mearns Yerkes). All of the (essentially equally) top-ranked psychologist nodes represent Americans who worked primarily within the United States: Judd, Pillsbury, Woodworth, Terman, and Washburn (see Table 2a, pg. 106). In contrast, five of the fifteen psychologists are not represented in the network by nodes—four because they do not associate with any of the other authors in the network,¹⁸ (Drever, Ferrari, Heymans, and Morgan), and one because the individual did not identify any institutional affiliation in their narrative (Høffding). As Høffding lived and worked in Denmark, if the institutions with which he was affiliated but did not mention were to be included in the institutional network, they would have comprised a separate modular cluster, as those for the previous four individuals do.

Hence, the definitive feature of the second volume networks is that the cohort of psychologists is ‘grouped’ into thirds: a largely intra-associated American community of five psychologists and their schools; a mid-range of five American and European psychologists who associate with fewer of their peers, and the group of five Europeans who do not associate at all,

¹⁸ See the methodological explanation outlined in the method section

which on the institutional network offset the rest with isolated modular clusters on the periphery. This network structure both reflects the diverse and highly national reality of early European psychological endeavours, and foreshadows the characteristics of the discipline later in the century, when the unidirectionality of disciplinary prominence shifts from a German centered Europe to the United States (Danziger, 1989; 2006).

Seven psychologists out of fifteen are non-American, with two from Germany, Bourdon from France, Drever from Scotland, the Italian Ferrari, the Danish Høffding, Morgan from England, the German Groos, and Dutch Heymans). This is comparable to the international-American ratio in the psychologists for the first volume, which was eight to seven. However, in this case few of the contributors, from the United States, Germany, or elsewhere had spent time at the German schools found to be predominant in volume I (Göttingen, Berlin, Leipzig, and Halle). Neither Göttingen nor Halle are even in the network, and only one (Leipzig) is centrally located and can be considered to hold a top position (see Table 2b, pg. 106). It is ranked as such because its three affiliates, Bourdon, Franz, and Judd all have high numbers of other institutional affiliations (nine, five, and six, respectively). This position of importance, which contributes to Leipzig's top-ranked node in the network for all three of the early volumes, reflects the predominance of Leipzig in the late nineteenth- and early twentieth century international academic communities, a visibility which led early historians to give it a determining role within their writings without accounting for the context of other locations in Germany and Europe which were also actively developing a range of models of psychology (Carroy, 1996; Cimino G, 2006; Dobson & Bruce, 1972; Joravsky, 1989; Sokal, 2006).

The only other non-American institute to rank among the most important nodes in the network is the Sorbonne, through two affiliations (Bourdon and Pillsbury, both with nine other

affiliations). Additionally, the German psychologist is not affiliated with the elite experimental institutions in his country—Groos studied at Heidelberg (which connects him with the rest of the network through Bourdon) and then was employed alternately at Giessen and Basel in Switzerland.

Already by the second volume, the majority of the top ranked institutional nodes are American: Columbia, Harvard, Cornell, and Yale. Their location in the Northeastern United States is notable and indicative of a geographic institutional network in the same sense that being located in Germany was for the first cohort of schools. Their affiliates are entirely American. They are also largely from the top ranked nodes in the psychologist network, with a few exceptions: Yale is an affiliation of both Judd and Yerkes; Harvard is an affiliation not only for Woodworth, but also Dunlap and again, Yerkes; and Columbia associates Woodworth, Terman, Washburn, Pillsbury, but also Franz. Cornell associates Washburn and Pillsbury. Affiliations with Cincinnati, Clark and New York University are the only not top-ranked institutions that account for the affiliations from the top-ranked psychologist group (Judd with Washburn in Ohio, and Judd with Terman at both New York and Clark).

The remaining affiliations from the central, mutually associated community of psychologists are for the most part to institutions that are not shared with any others in the network. Those psychologists who account for the largest otherwise unaffiliated clusters of networks include Pillsbury, Yerkes, and Bourdon. Pillsbury has one of the larger unassociated cluster of institutional affiliations and it is international, he spent time in America, France, and Germany. After he earned his doctorate from Cornell, he would go on to a position at Michigan and he spent a year in France, variously at Toulouse, Montpellier, and the Sorbonne, and also a summer in Berlin and Würzburg. He is the only psychologist in this network to affiliate with

either Berlin or Würzburg, compared to the five at Berlin and three at Würzburg in the first network, a decline which can generally be said to reflect the larger contextual changes which influence the German academy, as well as much of the other European academic cultures at large, over the following decades. Yerkes, whose associations through Yale (Judd) and Harvard (Woodworth and Dunlap) have already been established, was also associated with Dunlap again through Johns Hopkins. But the majority of his affiliations constitute an unassociated institutional cluster which, excluding time spent at the Pasteur Institute in French Guinea, is in the United States. This includes graduate work at Harvard, a position at Minnesota, and professional placements at Radcliffe and the Boston Psychopathic Hospital. Bourdon has the associations with Judd and Franz (Leipzig) Pillsbury (the Sorbonne), and Groos (Heidelberg), but his career in France also gives him a substantial unassociated cluster: he studied for a year at the Paris Law School; was at both the College de France and the university in Paris; at the Salpêtrière Hospital and at St. Anne Hospital; and went on to hold positions at Lille and Rennes. These larger unassociated affiliation clusters, like McDougal's in the first network, are notable as early examples of the kind of individualized career trajectories that become characteristic of the networks after the vast expansion of psychology education propagated after the Second World War (Danziger, 2006; Pickren, 2007).

As established, a third of the cohort is excluded from the autobiographer network because they have no shared associations. Therefore their corresponding institutions' degrees are low (see Table 2b). Ferrari worked at the University of Bologna, as well as the asylums of Reggio Emilia and Imola; as already described, Heymans' cluster is entirely German (Leiden, Freiburg, Gronigen); Morgan who got a degree at the Royal School of Mines, and after a sojourn at the

Diocesan College in Rondebosch near Cape Town, spent his career at the University College, Bristol.

Networks Analysis for Volume III

As with the first two volumes, about half (six out of thirteen total) of the psychologists for the third volume networks are American (James Rowland Angell, Madison Bentley, Harvey A. Carr, Edward Wheeler Scripture, Edward Lee Thorndike, John Broadus Watson). This is the first volume without a female. There also aren't any French Psychologists. There are four Germans (Joseph Fröbes, Otto Klemm, Karl Marbe, Wilhelm Wirth); two Brits (Frederic Charles Bartlett, Charles Samuel Myers); and Sante De Sanctis, from Italy. Two out of the six top-ranked individuals are American, Angell, and Scripture; and four are German, Klemm, Marbe, Wirth, and Fröbes (see Table 3a, pg. 108). The top-ranked institutions are Leipzig, Chicago, Yale, Berlin, and Columbia (see Table 3b, pg. 108). It is notable that this is a highly interconnected, or well networked community: with only eleven nodes in the psychologist network and thirteen psychologists total, the central community of importance represented by the top-ranked psychologist nodes comprise almost half of the cohort. The sixth, Fröbes, has been included because all six of these nodes inter-associate. The four Germans do so just with the six (this is because the two Americans affiliate with their German institutions), but the two Americans connect the rest of the network: Angell associates Thorndike through Harvard, Watson and Carr through Chicago; and Scripture associates Myers, and Thorndike again, through Columbia. Only one node in the network (excluding two who aren't associated and don't have nodes) is not connected directly through degrees of association with the central community of top-ranked

nodes, and that is Bartlett, who associates with Myers, who in turn connects him to the rest of the group through Scripture.

Fitting in between the first volume, which had five institutes with three or more affiliated autobiographers (Berlin and Leipzig had five affiliates, Göttingen had four, Paris and Würzburg had three), and the second volume, which had three institutes with three or more affiliates (Columbia had four, New York University and Leipzig had three), the third volume has four with three or more (Leipzig has six affiliates and Columbia, Munich, and Chicago have three). Leipzig's node in the network for this volume has the most affiliates of all the institutions in each of the three volumes, and has 8 more degrees than the next ranked node in this third network (see Table 3b). Leipzig's six affiliates are the six top-ranked autobiographers, explaining their complete inter-association. Hence, the structure of the central community in the institutional network resembles that institutional geography that one may expect based on traditional disciplinary histories of the first half of the twentieth century—that of Leipzig looming large, counterbalanced by Columbia and Chicago (the leading institutions of American Functionalism), surrounded by the relatively small community of other German and American schools with prominent psychology departments (see Green, 2009).

Other shared affiliations from the top-ranks of the autobiographers with those from the institution network include Angell and Marbe with Berlin, Angell and Scripture at Yale, and Scripture, Klemm, and Wirth with Munich. In fact, Leipzig and Munich are Klemm and Wirth's only affiliations—both were educated at Munich and then secured positions at Leipzig. For the remaining two top institutions, Angell is associated with Carr and Watson through Chicago, and Scripture with Thorndike and Myers through Columbia.

Thus Angell, the top autobiographer node by a 3 degree difference (see Table 3a), affiliates with four of the five top institutions, and as such his cluster of other affiliations, which do not lend him any associations beyond those already noted, is nevertheless central in the network. He was educated at Michigan, did graduate work at Harvard, and then spent a year in Germany with time in Leipzig, Berlin, and Halle, before returning to a position at Minnesota. The next year he went to Chicago, where he would stay for another twenty six. There was also a series of lectures at Union College, before an acceptance of the presidency at Yale. Scripture also has a number of affiliations beyond those already mentioned through which he is not associated with anyone. He completed his doctorate at Leipzig and then took a position at Clark before an appointment at Yale. After returning to Germany to undertake medical studies at Munich, he returned to the States to Columbia, only to go back to Europe once more to London's West End Hospital for Nervous Diseases and then finally settle at Vienna. Marbe, like Wirth and Klemm, spent his entire career in Germany, but was affiliated with considerably more than their two institutions. His remaining affiliations do not associate him with the other autobiographers and so all hold the same weighted degrees (6): he studied at Freiburg, Bonn and Berlin (then went back to Bonn) before going to Leipzig, and then after returning to Bonn once more, accepted a position at Würzburg from where he also held partial contracts in Frankfurt and Nurnberg. Fröbes is only affiliated with two unassociated institutions: he was trained at Göttingen, spent a semester at Leipzig and also held a position at the Gregorian university in Rome.

At the other extreme are two psychologists not represented in the autobiographer network. De Sanctis' cluster of institutional nodes is, of course, self-contained in its associations (there are five, and thus they each have 4 degrees). He received his educational training at Rome, spent a season in Zurich and Paris, held an appointment at the Insane Hospital of Rome, and

developed programs at both the Roman School of Juridico-criminal Application, and at the University. And speculatively, if Bentley had mentioned the institutions in his career, he likely would have had greater centrality in the autobiographer network as we know from external sources that that he studied at Leipzig before commencing his career at Cornell.

Concluding the Early Volumes: Network Analyses for All Three Combined¹⁹

Assessing the development of the field through the institutional affiliations conveys a geographic story, and that of volumes I, II, and III illustrate the peak of an era: that of psychology as it had emerged in Germany, and the European and American academies that had established themselves concurrently with that tradition (Ash, 1980, 2003; Danziger, 1985). In the institutional network for all three of the early volumes, the twenty top-ranked nodes are, without exception, from Germany, the United States, or France (see Table 3d, pg. 111). Perhaps unsurprisingly Leipzig has, as already drawn out in each of the individual institutional networks, the highest ranked node, with 14 weighted degrees more than the next ranked node, Columbia. Of the forty three total authors, fourteen are affiliated with it (five more than with the second ranked institute). Five of those fourteen are German (Franz, Fröbes, Klemm, Marbe, Wirth), four are American (Baldwin, Warren, Judd, Angell), two are French (Claparède, Bourdon), two are British (Spearman, Morgan) and one is Italian (Kiesow). All of its weighted degrees derive from associations with institutes from the affiliates' own countries, other than the exceptions of Vienna (through Scripture), Zurich (through Kiesow), the Rousseau Institute and Geneva (through Claparède). With 45 non-weighted degrees in a network that only has one hundred and

¹⁹ Please see Appendix A, Figure 3 (on pg. 101) for a still image of the institutional network for the first three volumes combined.

eleven nodes total, it is apparent that Leipzig was of general importance, but also that it was influential within particular geographic and intellectual institutional communities: there are eleven institutions with more than one affiliate who are also affiliated with Leipzig—four with Berlin (Spearman, Warren, Angell, Marbe), four with Munich (Warren, Klemm, Scripture, Wirth, and that's four of Munich's total five affiliations with the exception of Stumpf), three with Yale (Judd, Angell, Scripture), three with Paris (Baldwin, Claparède, Bourdon), and two each with Princeton, Johns Hopkins, Clark, Göttingen, Sorbonne, and Würzburg). Together these account for 11 of the 45 non-weighted and the 17 weighted degrees (28 of the 62 total), and seven of the eleven are with the top-ranked fifteen institutes in the network. Five of these 28 degrees are through Howard Warren (whose node is tied with Edward Wheeler Scripture's for the top-ranked position in the combined autobiographer network for the first three volumes (see Table 3c, pg. 109). Another 3 each are through Baldwin, Spearman, Angell, Scripture, Judd; and 2 each through Bourdon and Marbe.

Thus, looking at the highest ranked node, the relation between psychologists' prominence among their peers and the location of their institutional participation is illustrated. The methods section emphasized that importance within such network analyses privileges mobility, so those autobiographers who acquire more institutional affiliations are more likely to associate with other autobiographers and therefore be ranked higher. Within the context where disciplinary prestige is correlated with training at a group of specific institutions, such method-derived emphasis can accurately reflect the community reality when those who are affiliating with the most institutions are affiliating with the same institutions as each other. This dynamic becomes even more apparent within the later volumes of the series, in which the American community of

institutions come into their own as a defining feature of education and careers in Western psychology.

Networks Analysis for Volume IV

The fourth volume, published sixteen years later in 1952, was organized by a new editorial committee.²⁰ These networks represent the closing of the previous era—this is the last cohort of autobiographers who worked during the time when the German schools were still dominant and who made the ‘pilgrimage’ there, before the field became largely American-centric (Walter Van Dyke Bingham, Edwin Garrigues Boring, Cyril Burt, Richard M. Elliott, Agostino Gemelli, Arnold Gesell, Clark L. Hull, Walter S. Hunter, David Katz, Albert Michotte, Jean Piaget, Henri Piéron, Godfrey Thomson, L. L. Thurstone, E. C. Tolman). There are no females in the cohort. This is the last institutional network in which German, or any other non-American institutions had nodes numbered among the top-ranked (see Table 4b, pg. 114). Leipzig, the most prominent node in the early volumes, is not one of them. The fourth volume is also notable as it is the first network in which Harvard has the highest-ranked node, a position

²⁰ Vol. IV: Edwin G. Boring, Herbert S. Langfeld, Heinz Werner, Robert M. Yerkes
 Vol. V: Edwin G. Boring, Gardner Lindzey, Frank A. Beach, Nicholas Hobbs, Kenneth MacCorquodale, J. R. Newbrough, Joseph C. Sharp, Seymour Wapner
 Vol. VI: Gardner Lindzey, Edwin G. Boring, Gardner Murphy, Kenneth MacCorquodale, Roger Russell, Seymour Wapner
 Vol. VII: Gardner Lindzey, Richard C. Atkinson, Jonathan Freedman, Richard F. Thompson
 Vol. VIII: Gardner Lindzey, Anne Anastasi, Richard C. Atkinson, Frank A. Beach, Kenneth E. Clark, R. J. Herrnstein, Ernest R. Hilgard, David E. Leary, Kenneth MacCorquodale, Roger W. Russell, Robert R. Sears
 Richard F. Thomson, Leona E. Tyler, Seymour Wapner
 Vol. IX: Gardner Lindzey, William M. Runyan, Nicole Barenbaum, Ludy Benjamin, Jerome Bruner, Donald Dewsbury, William Estes, Raymond Fancher, Donald Foss, Daniel Gilbert, Alan Kazdin, David Leary, Eleanor Maccoby, Hazel Markus, Dan McAdams, Wade Pickren, Larry Smith, Richard F. Thompson

that it retains in all subsequent volumes. The other top nodes are those for Frankfurt, Würzburg, Berlin, Yale, and Munich.

In contrast, there is only one German in the psychologist network (Katz) and he lived and worked in Sweden. Although training in Germany was no longer closely associated with disciplinary prominence, the editors continued to foster an image of psychology as an international scientific community (Edwin Garrigues Boring, Langfeld, Werner, & Yerkes, 1952). Europeans represent about half of the cohort (seven out of fifteen) and there is an unprecedented number of countries represented—Piéron is French, Piaget is Swiss, Michotte is from Belgium, Thomson is Scottish, Burt is from Britain, and Gemelli is Italian. Nevertheless, Katz's node is the only one of the Europeans among the top-ranked, the rest are American: Elliott (whose node has by far the highest rank because he was particularly mobile in his career), Bingham, Gesell, and Hunter (see Table 4a, pg. 113).

Thus, the transitional aspects of this cohort are reflected in the features of its networks. With eighty six total, there are considerably more institutional nodes in this network than in the previous ones. In the United States, the normal schools training, teaching positions, and hospital-based training that had been so prevalent are beginning to wane, and the expansion of American academia overall to include the state and research school systems that began in the late nineteenth century had increased the amount of opportunity in psychological research available there (Atkinson, 2008; Pickren, 2007). In terms of the changing theoretical and methodological frameworks that came to predominate, the inclusion of Hull and Tolman in this cohort signifies the rapid and recent ascendancy of psychometrics and neo-behaviorism rather than the continuation of the previously dominant traditions that had flourished during the first half of the century (Smith, 2013).

Although the central communities of psychologists and institutions are for the most part intra-associated, it is not as thoroughly as in some of the networks for the earlier or later volumes, and when looking at the visual representations of the networks, it is possible to discern the European and American contingencies within the central cluster, and the peripheral autobiographer nodes and clusters of institutional nodes are separated quite clearly between their connection to more central nodes representing others from their own respective continents—this is most obvious with the French speaking community, but also apparent with the American and other European individuals as well.

A partial explanation for the coherence between the central nodes in this case is that this autobiographer network sees an increase in the number of affiliations identified by individual autobiographers—Elliott has thirteen, Gesell twelve, and Katz eleven, when the previous record was held by Bourdon in the first volume and Pillsbury in the second with ten each. Thus, the shared central cluster of institutional nodes may be better explained as a product of this cohort of autobiographers' career choices than of a coherent external community of schools. Elliott alone affiliates with all five of the top-ranked institutions, and four out of five of the autobiographers with top-ranked nodes affiliate with Harvard (excluding Katz, and Harvard also affiliates Tolman). Elliott, Katz, and Bingham have affiliations in both the United States and Europe, whereas Gesell and Hunter worked exclusively in America. Elliott and Katz share 5 degrees of association through the German institutions (the top four, Frankfurt, Würzburg, Berlin, and Munich, as well as through Göttingen). Bingham also associates with the two of them through Berlin (giving him a second weighted degree with Elliott), Gemelli associates with the two of them through both Frankfurt and Munich, Thurstone's is the fourth affiliation with Frankfurt,

and both Burt and Michotte affiliate with Würzburg as well. Elliott and Gesell (as well as Hull) associate through Yale.

Elliott's affiliations with the top-ranked nodes as just articulated come from his graduate work at Harvard, a travel fellowship to Germany (which also affiliates him with Giessen and Marburg), and a teaching post at Yale upon his return home from Europe when WWI broke out. His remaining affiliations include his alma mater, Dartmouth; two hospital positions, with the Boston Psychopathic Hospital while at Harvard, and at the Walter Reed Hospital in Maryland during the war; and finally, the department he ended up administrating at Minnesota. The hospitals are his only two affiliations that do not associate him with any other autobiographers—other than the associations through the top-ranked institutes already listed, he is also associated with Bingham for a third time, through Dartmouth; with Thurstone through Minnesota and Marburg; and with Tolman through Giessen.

Katz's previously mentioned affiliations include Göttingen, where he was educated and worked under Muller (and during which time he spent his seasons at Berlin, Munich, Würzburg, and Frankfurt). The rest of his affiliations do not associate him with the other autobiographers—Rostock (in Mecklenburg, where he developed a laboratory); the Hanover Engineering School during the Second World War; Manchester, when the war forced him out of Germany; and finally, Stockholm, where he would stay for the majority of his career.

As discussed, Bingham is affiliated with Harvard through a research position, a season in Berlin, and running the department at Dartmouth, but he also identifies two undergraduate institutions, Kansas and Beloit, and did graduate work at Chicago. Kansas and Chicago give him a second and third degree of association with Hunter, and Thurstone also affiliates with Chicago. He held a position at Columbia, making him Thomson's (weighted degree of 1) only association

in the network. He also took an appointment at the Carnegie Institute of Technology, through which he is associated for a second time with Thurstone.

Networks Analysis for Volume V

Volume V (1967) is touted by its editors as the first all American cohort.²¹ It is also all male (Gordon W. Allport, Leonard Carmichael, Karl M. Dallenbach, John F. Dashiell, James J. Gibson, Kurt Goldstein, J. P. Guilford, Harry Helson, Walter R. Miles, Gardner Murphy, Henry A. Murray, Sidney Leavitt Pressey, Carl Rogers, Burrhus F. Skinner, Morris S. Viteles), and its corresponding networks are the most highly intra-associated of all the individual volume networks. The only individual whose affiliations do not associate them with anyone else and so is not represented by a node in the network and whose institutional nodes comprise a self-contained cluster is Viteles. While there are no individuals who derive associations with other psychologists from every single one of their institutional affiliations, as happened in the first volume; nevertheless, everyone participates to a fair extent in the same geographic community of institutions. Like volume IV, the autobiographers in the top-ranked positions are notably mobile, but in this case so are the majority of the individuals—this is the first volume in which there is only one (Viteles) with fewer than four degrees of association.

Helson, whose node is the top-ranked, associates with all of the individuals represented in the autobiographer network, (thirteen out of the fifteen total, excluding Viteles) through six of his nine total affiliations (see Table 5a, pg. 116). Pressey associates with eleven of them through

²¹ In spite of the fact that Goldstein was born and raised in Germany, he emigrated and worked domestically in the States and was explicitly considered by the editors to be American in the volume's preface. As such, he has been counted as one here.

seven of his twelve affiliations; Rogers does so with ten through eight of his seventeen affiliations. He is the most affiliated autobiographer in the entire series of volumes, with seventeen affiliations (the second most are Dashiell and Otto Klineberg from volume VI, with fifteen each). Murphy associates with ten through five of his six affiliations, Goldstein associates with nine others through three of the thirteen institutions with which he affiliates; and Dashiell associates with eleven others through six of his sixteen total affiliations,

By this time in the West, there was an increasing amount of information flowing asymmetrically from the American academy towards the other educational communities that had previously been their own localized centers of knowledge production but were by then primarily derivative in both theory and method. Harvard had come to hold the preeminent position in this ‘American wave’ in organized psychology (Isaac, 2012). In the institutional network, it has an unprecedented weighted degrees (73), thirty more than the second ranked node, and alone accounts for associations between nine affiliates, including those for five of the six top-ranked autobiographers (excluding Dashiell), as well as Allport, Carmichael, Murray, and Skinner (see Table 5b, pg. 117). It is the only top-ranked institutional node in the network with more than three affiliates, and if overall nodal importance is based on how much they contribute to the integration of the network, it should be interpreted as the only top-ranked node. The other four, the University of California at Los Angeles (41 weighted degrees), Stanford (34 weighted degrees), Columbia (34 weighted degrees) and Southern California (32 weighted degrees), derive their many associations by affiliating one or two of the autobiographers with many other affiliations, which also the case for the ten other institutional nodes with more than 20 weighted degrees (see Table 5b).

Hence, the defining features of this volume's networks are a large number of institutions which can be said to rank fairly equally, each with a few affiliates from the autobiographer cohort (as well as one central institute that affiliates more than a few), and a majority of autobiographers who affiliate with a relatively large amount of institutions, most of which are the same affiliations as the other autobiographers', and as such the entire network reflects a comprehensive community.

The affiliates of Harvard that Helson associates with have already been listed. Cornell associates him with Dallenbach, Gibson, and Guilford. Illinois gives him a second weighted degree of association with Dallenbach. Kansas gives him a second weighted degree with Guilford. Stanford associates him with Miles and gives him a second weighted degree with Rogers. Texas associates him with Dashiell, and again with Dallenbach for the third time. Of the three schools that don't associate him with anyone, including Bowdoin and Brooklyn College, Bryn Mawr is worth highlighting, as he settled there for twenty years.

Pressey associates with Skinner three times—at Harvard, and Indiana, and Minnesota, where he also associates with Dashiell. He associates with Rogers three time as well—also at Harvard, Ohio State, and at Los Angeles, where he also associates with Dashiell for a second weighted degree. He associates with Dashiell for a third time, as well as with Guilford, at Southern California. He and Miles associate through the Boston Psychopathic Hospital. Arizona, Hawaii, British Columbia, and Williams College do not associate him with anyone.

Rogers, whose associations with the other autobiographers at Harvard, Ohio State, Los Angeles, and Stanford have already been articulated, also associates with Carmichael through Rochester, with Miles through Berkeley, with Goldstein for a second time at Brandeis, and with Murphy again at the Union Theological Seminary. However the other half of his affiliations do

not associate him with anyone: Wisconsin, Chicago, Columbia Teacher's College, Occidental, Denver, California Institute of Technology, Lewis and Clark, and Sonoma State College.

Murphy graduated from Yale, which associates him with Miles; he is part of the Harvard group because he did graduate work there, and after the Second World War proceeded to Columbia, where he would stay for over two decades. He and Dashiell associate through Columbia. His affiliations with Harvard and Columbia associate him with Goldstein twice. Murphy and Goldstein associate a third time through the New School for Social Research, and a fourth time through City College of New York. His association with Rogers through the Union Seminary has already been established. He took courses at these latter two institutions while completing his doctoral degree at Columbia. The only affiliations that do not associate him with other autobiographers in the cohort are Syracuse, and the McLean Hospital in Massachusetts.

All four of the affiliations that associate Goldstein with his cohort have been mentioned, but he has an individual cluster of ten other institutions, giving those 12 weighted degrees apiece—he was educated at Breslau and Heidelberg, worked at Frankfurt and the Moabit Hospital in Berlin before being chased out of Germany by the Nazi political party. From there he went to work at Amsterdam, before immigrating to the United States and working variously at (as discussed, Harvard, Columbia, The New School, and Brandeis), Montfiore Hospital in the Bronx, the New York State Psychiatric Hospital, and Tufts Medical School.

Besides his associations through Texas, Minnesota, Los Angeles, Columbia, and Southern California, Dashiell also associates with Carmichael and Gibson through Princeton, and Dallenbach at Oregon. The institutions in his cluster that do not affiliate him with anyone else include: Clark, Duke, Moores Hill College, Waynesburg College, Oberlin College, Wake Forest College, Florida, Wyoming, and North Carolina, where he spent the majority of his career.

Carmichael also associates with Allport through Berlin. His remaining affiliations are non-associative: George Washington, Radcliffe, Brown, Pembroke, Tufts, and Bradley Hospital. Skinner's only other affiliation does not associate him with anyone—it is to Hamilton College, where he was a student. Allport's two affiliations through which he associates with the network have been covered, but he has five others which are notable because they are all international: In between degrees from Harvard he went to Turkey and taught at Robert College. While in Germany he also spent time at Hamburg, he spent a year in England at Cambridge, taught at Dartmouth, and also travelled to South Africa to spend a season at Natal. All of Murray's associations come from Harvard, his only other identified affiliation is Columbia's Medical School. Dallenbach's Illinois, Cornell, Texas, and Oregon associations have been addressed. He also spent a summer at Bonn, and held a fellowship at Pittsburgh. Guilford and Gibson are associated for a second time at Northwestern. Affiliations that don't associate Guilford with the others are West Virginia Wesleyan, Nebraska, and Peru State Normal School in Nebraska. Gibson also has two other affiliations that do not associate him, Oxford and Smith. As the last autobiographer represented by a node in the network, Miles' associations have of course already been addressed: he is associated through Yale, the Boston Psychopathic Hospital, Stanford and Berkeley. He also affiliates with six institutions through which he is not associated with anyone. With 9 degrees each, these are Wesleyan, Iowa, Pacific, Earlham, and Penn Colleges, and Istanbul, where he held a teaching position.

Finally, other than a year in France and Germany, which affiliates him with the College de France, Paris, and Gratz College, Viteles was educated and spent his academic career (alongside a full career in applied industrial psychology with private companies that also took him to the USSR) at Pennsylvania. As he is not associated with the rest of the network and thus

is not represented by a node in the autobiographer network, his institutions comprise a self-contained modular cluster in which each one has a degree of 3 (see Table 5b).

Networks Analysis for Volume VI

The sixth volume (1974) captures a particular aspect of twentieth century psychology—that of the division between ‘worlds’ brought about by the Second World War and the propagation of the Cold War, in which research in Russia and Eastern Europe was conducted in isolation from the burgeoning counterpart discipline in the West (Herman, 1996; Solovey & Cravens, 2012). This disparate Eastern contingent can be interpreted as its own intellectual geography with center and periphery with Russian functioning as its core (Danziger, 2006).

Two autobiographers included in this cohort—Jerzy Konorski, from Poland, and the Russian Alexander Romanovich Luria did not affiliate with any of the same institutions as the rest and so are not represented by nodes in the autobiographer network, and the nodes that represent their affiliations in the institutional network comprise modular clusters separate from the others and each other. The only other two non-American contributors were Raymond Cattell from Britain, and Otto Klineberg, the series’ first Canadian. The remaining group (Floyd H. Allport, Frank A. Beach, Clarence H. Graham, Ernest Ropiequet Hilgard, David Krech, Margaret Mead, O. Hobart Mowrer, Theodore Newcomb, and Stanley Smith Stevens) are American and for the most part worked domestically. On average the individuals did not move around as much as those in volume five, and rather than a single school or psychologist associating with the majority of their respective networks with notably more affiliations than their counterparts, there are three top-ranked nodes within each network that integrate the rest (Cattell, Beach, and

Klineberg each have 13 weighted degrees; Harvard has 41, Columbia has 37, and Chicago has 35) (see Tables 6a and 6b, pg. 119).²² However, excluding the two autobiographers without nodes, the lowest number of associations held is four, by Mowrer (he has 5 weighted degrees because he associates with Hilgard twice). As such, the defining features of the networks are cohesive Western communities in contrast to the non-represented Eastern European individuals and their secluded institutional nodes.

Klineberg affiliates with all three of the top-ranked institutes, Beach and Cattell do with two each (Harvard and Chicago, and Harvard and Columbia, respectively). As well as associating the top-ranked autobiographers, Harvard also affiliates Allport, Krech, and Stevens. Krech also affiliates with Chicago, as does Hilgard. Columbia's other affiliates are Graham, Mead, and Newcomb.

Beach's node is the most inter-associated in the autobiographer network. He was educated at Kansas State Teacher's College and Antioch College, and began graduate studies at Kansas before moving to complete them at Chicago. After his placement at Harvard, and a lectureship at Smith, he took courses at New York University which associates him for a second time with Krech. He spent a decade at Yale, associating him for a second time with Hilgard, as well as Mowrer. He also made a move to Berkeley, through which he associates with Krech for a third time, as well as Allport for a second.

²² This network provides an example of when the top-ranked nodes group would have been affected if separate programs within umbrella institutions had been counted as a single node—if Harvard and Harvard Medical School were combined that node would have 45 weighted degrees, and if Columbia, Barnard, and Teacher's College were combined, that node would have had 73 weighted degrees, putting it well above the Harvard amalgamate as the top-ranked node.

Klineberg, the autobiographer with the most institutional affiliations in the cohort, has twelve others besides the top-ranked trio and is perhaps the most truly ‘international’ psychologist of the series in regards to the variety of locations at which he was employed.²³ Before and after taking a master’s a Harvard and course at Chicago, he studied at McGill and spent time at Paris and Hamburg. After more graduate work and appointments at Columbia, where he and Mead associated another time through Barnard, he taught at Sarah Lawrence, and then his career took a decidedly international turn when, amidst other travels, he held a position at São Paulo for a couple of years. He went on to hold positions at the Sorbonne, the Ecole des Hautes Etudes and the Institute of American Studies; as well as to Rome, at the University Internazionale degli Studi Sociali Pro Deo. He also spent a season at Hawaii.

Cattell, the other top-ranked non-American, worked only in England and the United States. Before immigrating to America, he was educated at London, King’s College, and worked at Exeter. After the move to work with Thorndike at Columbia, he went to Clark which associates him for a second time with Graham, moved on to Harvard, and settled at Illinois, which associates him with Graham for a third time, and also with Hilgard and Mowrer.

The remaining non-Americans are, of course, the two who worked in Russia and are not represented in the autobiographer network. The cluster of institutional nodes for Konorski contains six, and so each have 5 degrees; there are eight for Luria, and so they have 7 degrees each (see Table 6b). Konorski was educated in Poland at the Free Polish University, set up at lab at the Pruszków State Psychiatric Hospital, before crossing the political divide and going to Leningrad to work with Pavlov at the Institute of Experimental Medicine and the USSR

²³ Besides the work listed for which he identified specific institutions, he also conducted work travel to both China and Russia.

Academy of Sciences. He was employed at the Nencki Institute of Experimental Biology before the Second World War and helped re-establish it afterwards, also becoming involved in the new University at Łódź. Luria graduated from Kazan, began his career at Moscow, where he would continue while also working variously at Krupskaya Academy of Communist Education, the Ukrainian Psychoneurological Academy, the Moscow Medical Institute of Genetics, the Burdenko Institute of Neurosurgery, and Ural Neurosurgical Restoration Hospital.

The only Americans to have travelled internationally for work are Krech and Graham. Besides Krech's affiliations that were already identified through his affiliates, he also worked at Swarthmore, Colorado, and during his season abroad, at Oslo. Finally, Graham, whose associations have already been addressed as well, also worked at Temple, Brown, and did research in Kyoto.

Networks Analysis for Volume VII

The networks for seventh volume (1980) reflect mid-century career trajectories directly informed by the impact of the Second World War and the expansion of the American military complex that ensued, as well as the constrictive Cold War socio-political climate of McCarthyism within academia (Capshe, 1999; Schrecker, 1986). It is the first volume with more than one woman autobiographer (Anne Anastasi and Eleanor J. Gibson), prominent exemplars of the second generation of female psychologists (Johnston & Johnson, 2008). It includes three non-Americans, the Canadian Donald Olding Hebb and the UK-based Donald Broadbent and Hans Jurgen Eysenck. The group also includes Jerome S. Bruner, Frank A. Geldard, Quinn McNemar, Charles E. Osgood, Robert R. Sears, and Herbert A. Simon. The

inclusion of these contributors illustrate that the impact of neo-behaviorism had by this time largely taken its course and with the likes of Anastasi, Eysenck, McNemar and Sears we see an even greater respectability given to psychometrics. The inclusion of Bruner, Gibson, Broadbent, Simon, and Hebb demonstrates the rise of cognitivism (Boden, 2006).

In contrast to the previous two volumes, the psychologists in this cohort had comparatively sedentary careers in terms of their institutional affiliations. As a result, they were less integrated as a community. There are no individuals with more than nine affiliations and 8 weighted degrees of association (both top amounts held by Bruner). There is only one other autobiographer that it makes sense to discuss as top-ranked, (Sears, 7 weighted degrees) (see Table 7a, pg. 121). This is because there are only eleven autobiographers in the volume, with only ten represented in the network as Eysenck does not associate with anyone, and the following three ranks (Hebb, Broadbent, McNemar) all tie with 5 weighted degrees apiece. Also, there are comparatively few weighted degrees within these networks (see Table 7b, pg. 122): Sears and Osgood are associated twice through Fordham and Columbia (both with 11 degrees and 12 weighted degrees); as are Anastasi and McNemar, through Yale (9 degrees and 10 weighted degrees) and Illinois (6 degrees and 7 weighted degrees). Broadbent and Bruner are associated three times, through Harvard (18 degrees and 20 weighted degrees), Cambridge, and Oxford (both with 9 degrees and 11 weighted degrees).

Due to the massive postwar expansion of psychology in the United States, it was now possible for individuals to partake in largely separate portions of its institutional community and still achieve prominence in the field. This volume's autobiographer cohort is less integrated structurally. Nevertheless, its community of institutions are the same ones as in the other post-war volumes, and it serves as a good example of the increasing prevalence of those American

schools in the production of prominent psychologists. Which is to say, in a similar way to how the community of German institutions defined the kind of location and activity that constituted successful psychology during the first part of the century, their counterparts in the States came to play a comparable constitutive role in the discipline.

Networks Analysis for Volume VIII

Compared to volume VII, the eighth (1989) is typical of the majority in that both of its networks are highly intra-associated. Of the fourteen autobiographers in the cohort (Roger G. Barker, Roger Brown, Lee J. Cronbach, William K. Estes, Fritz Heider, Leo M. Hurvich and Dorothea Jameson, Bärbel Inhelder, R. Duncan Luce, Eleanor E. Maccoby, Paul E. Meehl, George A. Miller, Carl Pfaffmann, Stanley Schachter), nine comprise a central cluster in which all hold weighted degrees due to multiple associations with one another: Brown, Estes, Hurvich, Jameson, Luce, Maccoby, Miller, Pfaffman, and Schachter (see Table 8a, pg. 123). Of the remaining five individuals, four associate directly to this central group: Meehl, Inhelder, Barker, and Cronbach. Heider (1 degree), who is one of two internationals along with Inhelder, connects to the rest of the network through Barker, making him the only individual with whom Estes, whose node is top ranked for non-weighted degrees (12), does not associate.

The large central cluster of autobiographers accounts for the majority of the affiliations with the top-ranked nodes in the institutional network, including: all seven of those affiliated with Harvard (Brown, Estes, Hurvich, Inhelder, Luce, Maccoby, and Miller); all five affiliated with Columbia (Estes, Hurvich, Jameson, Luce, and Schachter); three out of five of those through Stanford (Estes, Maccoby, and Miller. Stanford also affiliates Barker and Cronbach); all

four of those affiliated with Pennsylvania (Hurvich, Jameson, Luce, and Pfaffman). Notable are the two three-way weighted associations listed here—between Estes, Maccoby, and Miller at Harvard and Stanford; and between Estes, Hurvich and Luce at Harvard and Columbia.

While it is not the first in which it holds a top-ranked position, this volume marks Stanford's development as a counterpoint to the entrenched preeminence of the Eastern and Midwestern institutions like Columbia, Chicago, and Harvard, which having founded the earliest American psychological programs had transitioned seamlessly into uncontested bastions of elitism in the field (see Table 8b, pg. 123). While Mid-Western and West Coast state schools such as Michigan, Minnesota, and the various Universities of California had been as highly (if not more) productive for essentially as long in terms of research and application, the prestige afforded to trainees of that elite community had remained largely incomparable (Atkinson, 2008). Beginning in mid-century, and increasing in the later decades, Stanford garnered its own distinction in regards to the eminence conferred on its affiliates that is reflected in the final volumes (Hilgard, 1981; Hastorf, 2004).

Jameson's and Hurvich's nodes share the most associations between them with five, which is not surprising because they were spouses. Besides Columbia and Pennsylvania, they also held positions at the Pennsylvania Institute for Neurological Science and the Venezuelan Institute of Neurology and Brain Research. Hurvich, as discussed, affiliates with Harvard, and Radcliffe. They associate through the Harvard Business School, which also associates Pfaffman, providing their second respective associations with him. Jameson who has seven affiliations total, attended Wellesley as an undergraduate; Hurvich's last affiliation at Princeton, which associates him for a second time with Miller.

The nodes representing Barker and Cronbach are associated three times because they are both affiliated with, as established, Stanford, and also Chicago and Illinois. The Massachusetts Institute of Technology affiliates four autobiographers: Brown, Luce, Miller, and Schachter. Michigan associates Brown with both Maccoby and Schachter for the second time (and for their first time with each other). Rockefeller affiliates Estes, Miller, and Pfaffman. Miller and Pfaffman associate again through Oxford, where the former was a visiting professor and the latter a student. Miller's remaining two affiliations do not associate him with any others: Alabama and George Washington University.

Estes associates with Schachter again, as well as Meehl, through Minnesota. Like Miller, he has two remaining affiliations in his cluster after those which associate him with other autobiographers—Tufts where he spent a season, and Indiana where he held a position for two decades. Luce is a third that affiliates with another two institutions besides those already listed that do not associate him with any other individuals—through California at Irvine, where he had an appointment for two years, and during at season at the Catolica de Rio de Janeiro. Maccoby has a cluster of three non-associative affiliations, all on the West Coast of the United States: Reed College where she got an undergraduate degree, Oregon where she did graduate work, and the University of Washington.

The third woman psychologist of the cohort (volume VIII has the highest female ratio of all nine), Inhelder, spent the majority of her career in Europe working with Piaget. Of her seven affiliations, all of the associations come from Harvard, where she was a visiting researcher. The remaining six include Paris, Lausanne, the Rousseau Institute, Geneva, St. Gallen, and Aix-Marseille. Heider, the other non-American in the cohort, has ten institutional affiliations but only associates through a single one of them, Kansas, with Barker. The remaining nine are on both

sides of the Atlantic Ocean. He was a student at Graz, Innsbruck, Munich, and Berlin; and held positions at Hamburg, Cornell, Smith College, and Oslo.

Networks Analysis for Volume IX

The final volume (2007) has the least number of contributors with nine (Elliot Aronson, Albert Bandura, Gordon H. Bower, Jerome Kagan, Daniel Kahneman, Elizabeth F. Loftus, Walter Mischel, Ulric Neisser, Richard F. Thompson). It is also one of the most completely intra-associated. In this case the top-ranked individuals (Aronson, Kahneman, Loftus, and Mischel) equate to almost half of the group with four out of nine rather than the normal third with the five out of fifteen arrangement (see Table 9a, pg. 125). All four associate with the entire cohort, and all four have more than one association with at least the other three top-ranked nodes. (Loftus also has more than one association with Thompson, and Aronson does with Neisser and Bower as well). Aronson has 8 degrees and 13 weighted degrees, and the other three have 8 degrees and 12 weighted degrees each. Even Bandura, the least associated autobiographer, has degrees of 5 and weighted degrees of 6; in between, Neisser and Thompson have 6 degrees and 7 weighted degrees, and Kagan has 7 degrees and 8 weighted degrees (see Table 9a).

The majority of this interconnectivity is explained by affiliation with the top two institutional nodes, Harvard, and Stanford. Harvard affiliates seven of the autobiographers, everyone except Bandura and Bower; Stanford affiliates five, excluding Bower, Neisser, Kagan, and Thompson. Harvard's node has twelve degrees more than Stanford, which itself has twenty degrees more than the next ranked node (see Table 9b, pg. 125). The rest of the institutions that provide associations between the psychologists only do so between two individuals, and there are

only six of those: Loftus and Thompson associate for a second time through California at Irvine. Aronson and Bower associate for a second time at Minnesota, where both held appointments, Aronson as lab director. Aronson also has another association with Neisser, through Brandeis, where the former was a student and the latter took a teaching position. Kagan and Mischel associate for a second time through Ohio State, where Kagan accepted his first faculty position and Mischel completed a doctorate. Bandura and Kahneman also share a third association at British Columbia, where Bandura studied and Kahneman worked. Both Bowers and Kagan went to Yale as graduate students. The remaining thirty seven institutional nodes are accounted for through single affiliates. Thus the features of the institutional network are the two central nodes surrounded by the five secondary ones, tying in the peripheral individual clusters.

Conclusion to the Series: Institution Network Analysis for All Nine Volumes²⁴

The story illustrated by the network of affiliated institutions for all one hundred and twenty autobiographers is familiar, and affirms traditional historical narratives about the steep upward trend of American psychology into global dominance after the seismic socio-economic shifts produced by the Second World War (Capshew, 1999; Danziger, 2006; Pickren, 2007). This analysis documented a significant decline in the influence of German institutions following the Nazi seizure of power (Ash & Söllner, 1996; van Strien, 1997). It is the story of a small group of prominent American schools, and their central role in the production of prominent psychologists, such as Stanford's emergence in the second half of the century as one of the most important

²⁴ Please see Appendix A, Figures 4 and 5 (on pp. 102-103) for still images of the institutional network for all volumes.

institutions in the volumes (Hilgard, 1981; Hastorf, 2004). In particular, it's a story about Harvard's sustained importance across volumes (Isaac, 2012).

There are 295 nodes in the institutional network for all volumes, and 2178 edges. This node to edge ratio of 13:100 is low in comparison with the individual volume institutional networks, which indicates high network integration (there are more edges per node, thus higher rates of association). The only single-volume institutional network that is comparable is for volume V, which, with 96 nodes and 612 edges has a 16:100 ratio. In contrast, the least integrated institutional network, the one with the fewest associations overall, is for volume VII, with 42 nodes and 139 edges, which equates to a 30:100 comparative ratio.

160 of the 295 total nodes in the all-volumes network hold ten or fewer weighted degrees (see Table 10, pg. 126). Another 65 have in between ten and twenty, 44 have between twenty and fifty, and 18 between fifty and one hundred. Only 5 hold over one hundred, and all of these are American: Yale's node has 71 degrees and 115 weighted degrees from nineteen affiliates, Chicago has 120 weighted degrees from seventeen affiliates, Stanford has 130 weighted degrees from twenty affiliates, Columbia has 174 weighted degrees from twenty six affiliates (the Columbia conglomerate, which also includes its Teacher's College, medical school, and Barnard, holds 247 weighted degrees total), and Harvard has 292 weighted degrees from forty six affiliates (the Harvard conglomerate, which also includes its business and medical schools as well as Radcliffe, holds 346 weighted degrees total).

The all-volume network is primarily useful for analyses that focus on how the institutional networks change and develop over the century. Hence, a synchronic claim that this network therefore illustrates one large, fully integrated institutional community which trained the elite of Western psychology over the past century would be overly simplistic. However, this

network does reflect how thoroughly the various institutional communities do largely inter-associate in spite of the temporal and geographic disparities between them. After volume VII, the other less integrated volumes are the three early ones: volume I has 50 nodes and 173 edges, which equates to a 29:100 comparative ratio, volume II has 66 nodes and 233 edges, which is 28:100, and volume III has 40 nodes and 125 edges, which equates to 32:100. The combined network for the first three volumes has 111 nodes with 460 edges, which gives it a ratio of 24:100. This relative lack of association is not surprising with the intercontinental focus of these books. Then, after the center of the disciplinary academy shifted West to the United States, and the selection of *AHPA* autobiographers with it, the level of association within each volume (with the exception of the seventh, which epitomizes the disjuncture of the Cold War era) is consistently higher, resulting in lower node to edge ratios: volume IV is 19:100; volume V, as established, is 16:100; volume VI is 21:100, volume VIII is 22:100; and volume IX is 24:100.

In other words, even though there was logically less interconnection between nodes in the early cohorts because they were truly international, the general cohesion of the nodes for the whole series reflects that the mutual affiliations between generations of the autobiographers constructs a coherent lineage of prominence. The total cohort network does have a loose American-European division within it that corresponds to the changing geography through the series' chronology, but these are largely integrated (see Figure 4). The German and British community clusters are central and inter-associated with their American descendants, whereas their French counterparts function as the offset anchors for the more self-contained European institutional clusters which are derived primarily from the early volumes. Thus, the configuration of the total cohort network simultaneously reflects the sheer size of the American psychology

academy in the latter half of the century, and the geographically pluralistic origins of the discipline asserted by Danziger (2006).

Accordingly, those peripheral (to this total network) and modular clusters of non-American institutions are also the only portions of the network to which the edges adjacent to Harvard's node do not radiate (as well as some of the corresponding North American ones) (see Table 5). Although Harvard's node does not take a top-ranked position in the degree tables until the fourth volume, affiliation with it occurs from the first, and its presence throughout the entirety serves as a unifying force. Harvard's associations equate to 18% of the total associations in the first institutional network, 23% of the second, and 28% of third, and then 41% of the fourth network, 67% of the fifth, 51% of the sixth, 43% of the seventh, 54% of the eighth, and a notable 87% of the ninth. 53 of its 154 unweighted degrees in the network for all volumes are from edges associating with non-American institutions. Perhaps surprisingly, it only shares two affiliations with Leipzig. However, it shares five with Berlin and Cambridge, and four with Oxford. This is compared to other American institutions whose nodes also play a role in bridging the early and later volumes, such as Columbia, Yale, Princeton, and Cornell, which connect to a variety of non-American nodes but with few weighted degrees between them. The reason for Harvard's centrality becomes even more apparent through the thick edges representing the many weighted degrees it holds with the American institutions that become its top-ranked counterparts in the later volumes: Stanford (with which it holds 11 weighted degrees); Columbia (with which it holds 10 weighted degrees); Berkeley, Chicago, and Yale (with which it holds 8 degrees each). Harvard also holds a notable number of associations with Minnesota (with which it holds 6 weighted degrees); 5 weighted degrees apiece with Clark, Princeton, New York, and Massachusetts Institute of Technology; and 4 weighted degrees apiece with Ohio State, Brandeis,

Kansas, California at Irvine, and the New School for Social Research. As a frame of reference for this amount of weighted association, there is only a single institutional association with more than 5 weighted degrees that does not involve Harvard; it's between Berlin and Würzburg , with 7.

Conclusion

Concluding Remarks on the Network Analyses

The *AHPA* volumes' contemporaneous production as recent histories told in the first-person perspective affords a unique vantage point of the social dynamics of the discipline. The social networks constructed from the self-reported institutional affiliations within the series confirm the geographic narrative forwarded by Danziger in his consideration of intellectual centers and peripheries within Western psychology (2006). The networks for the pre-World War II volumes support the assertion that the era was defined by a more complex institutional system than that of standard accounts which credit Leipzig as a singular site of preeminence. While Leipzig's node is central, it is connected to other active locations within communities in Germany and Europe at large, as well as North America that constituted a broad variety of research and practices. The networks for the post-World War II volumes reflect the ascendancy of the United States through the expansion of the American institutional community during that time, with Harvard located as an enduring site of influence in the production of prominent American psychologists.

The publication of the *AHPA* volumes has paralleled the establishment of the United States as a new center of disciplinary force that exerts influence over the kind of theoretical and

methodological discourse undertaken in now peripheral locations internationally. The particular psychologists selected to become *AHPA* authors, and by proxy the institutions with which they were affiliated, indicate the specific kinds of theory and practices that the mainstream American elite in Western psychology has espoused and commemorated, and how those preferences have changed over the past eighty years.

Future Directions

There were advantages and limitations to the methods used for this thesis, both in the collection of my historical data and in the analyses of them, largely related to considerations of scope. In terms of data collection, relying entirely on the *AHPA* series made sense for the breadth of this project, and consequently the digital artifact produced was useful for analyzing dominant trends and the shifting interests of the elite within the field. However, broadening the range of sources to include other subsequent autobiographical collections or encyclopedic texts that provide information about institutional affiliations could result in a more inclusive, and therefore accurate representation of the discipline as a whole. I address this dynamic further in the critical discussion of the *AHPA* series below.

In terms of analysis, there were challenges and artifactual particularities with the Breiger-type social networks as digitally constructed by the Gephi software. The process for creating networks from this source was largely exploratory, and the extent to which I could take advantage of *AHPA* as an archive of psychology's elite was delimited by it as a learning experience. Thus, this thesis can be understood as having established the methodology for further analytic considerations beyond tracking their academic institutional affiliations. An exhaustive

use of the series will include the construction of networks that map other relevant affiliations held by the autobiographers, such as those with professional associations, societies, and organizations, private research centers, funding agencies, military departments, publishing ventures and private companies. Coordinated analyses of these various disciplinary geographies will allow for a multivalent and sophisticated diachronic prosopography beyond the purview of the current project.

Critical Discussion of the AHPA Series

The *AHPA* volumes succeed as internalist histories mediated by editorial committees who prioritized the commemoration of eminence. The unique production of the books allowed for the creation of networks that affirm Danziger's premise of intellectual centers and peripheries in the changing disciplinary geographies of Western psychology over the past century. What the *AHPA* editors' parochial concerns did not allow for was a comprehensive, inclusive history of the discipline, and as such, the corresponding networks function only as a prosopography of the elite rather than a representative sample of the field as a whole. The *AHPA* psychologists are for the vast majority male, and are entirely White. Because of this, many definitive developments within the indigenous American psychology could not be accounted for, such as the prevalence of applied, clinical, and other non-experimentally oriented modalities. Areas of the field that were traditionally open to women and in which non-white populations found opportunity, while still marginalized in terms of eminence, nevertheless became increasingly populous and prominent mid-century—yet found little to no corresponding representation within *AHPA* (Guthrie, 1976; Pickren, 2007). Likewise for the influx of European émigré psychologists, and those who constituted the growing psychology academies and industries in what had come to be considered

peripheral regions of the globe (Fleming, 1969). When American psychologists' confidence about their place within psychology improved and their theory and methods became more dominant within the international field, a consequence was that they increasingly considered activity in psychology around the world to be derivative, and their interest in it waned.

In creating an elite historical space with the limited capacity of around fifteen authors per volume, the *AHPA* editors, as all historians and commemorators must, gave priority to certain accomplishments while undervaluing or ignoring others. Because they were unable to provide (and uninterested in providing!) room for a collective historical narrative that would account for the more diverse realities of the discipline, their project served to encourage the adoption of preferred perspectives about psychology, and to defend against competing historical interpretation or revision. By choosing individuals of already privileged demographics, whose works were renowned and would likely have continued exposure, and by giving them the unusual opportunity to convey their personal story, the editors contributed to the reinforcement of those viewpoints as the disciplinary history worth telling. In comparison, those psychologists whose social capital did not afford them access to the disciplinary locations that would have garnered attention from gatekeepers like the *AHPA* editors were not given the opportunity to convey their experiences for posterity in a way that treats them as normative or exemplary (Rutherford, in press). In this historiographic dynamic, efforts that aim to reconstruct our historical comprehension of Western psychology in a more inclusive manner are by default framed as alternative or reactionary, such as the subsequent proliferation of sub-discipline or demographic specific autobiography collections identified in the introductory section of this paper (see also Bernstein & Russo, 1974; Guthrie, 1976). Nevertheless, because of its exclusive focus on eminence and prominence as established by academic systems already biased in favour

of White males, the *AHPA* series functions well as a resource for the historical articulation of the changing geographies of that dominant group over the majority of the twentieth century, and it can be employed within a broader framework of critical historiography of psychology that aims to illuminate disciplinary patterns of exclusivity.

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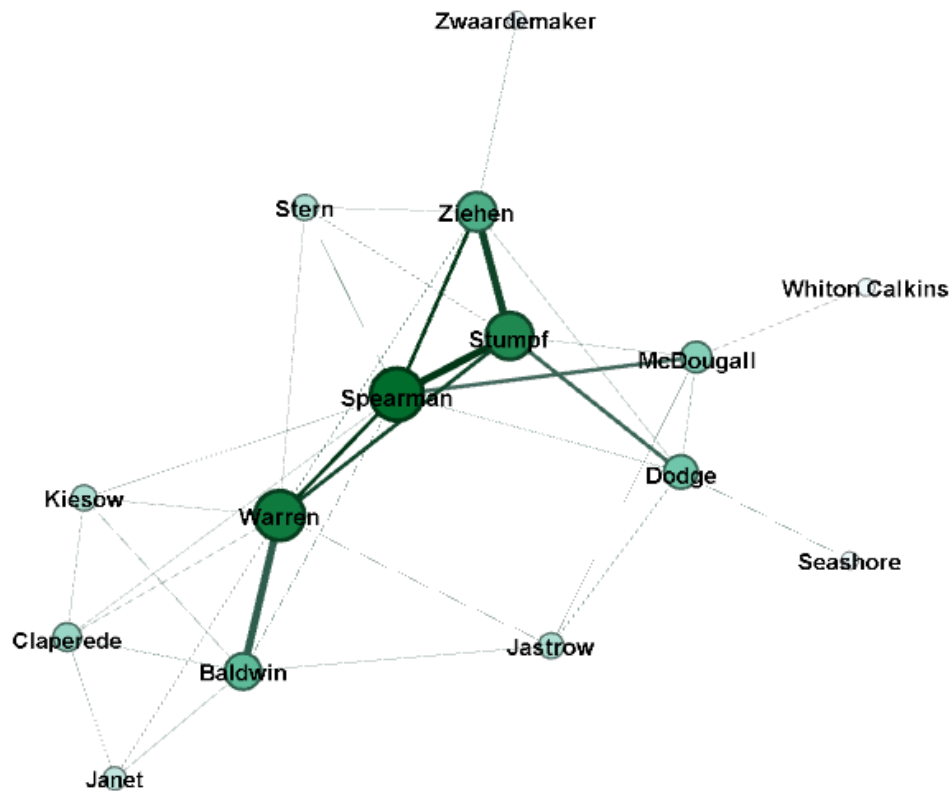
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doi:10.1037/a0033575

Appendix A

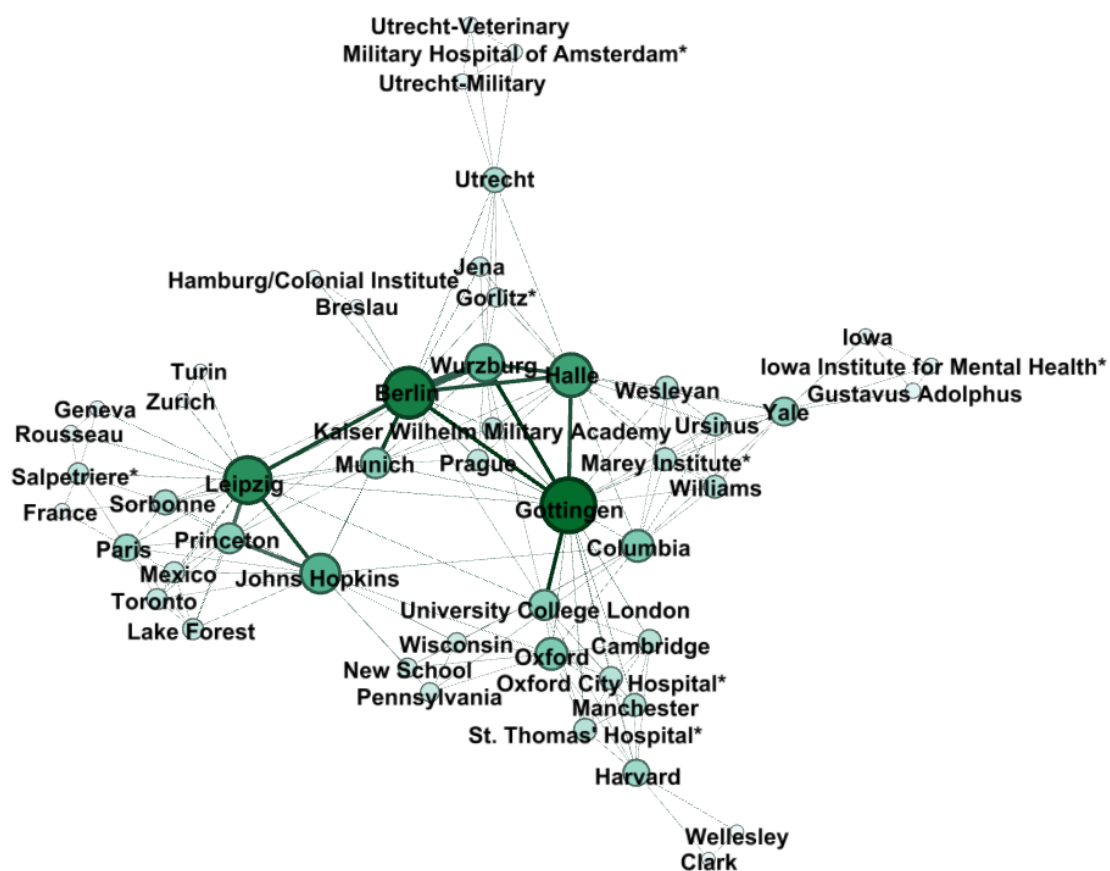
Images of the Digital Networks

Figure 1. Psychologist Network for Volume I²⁵



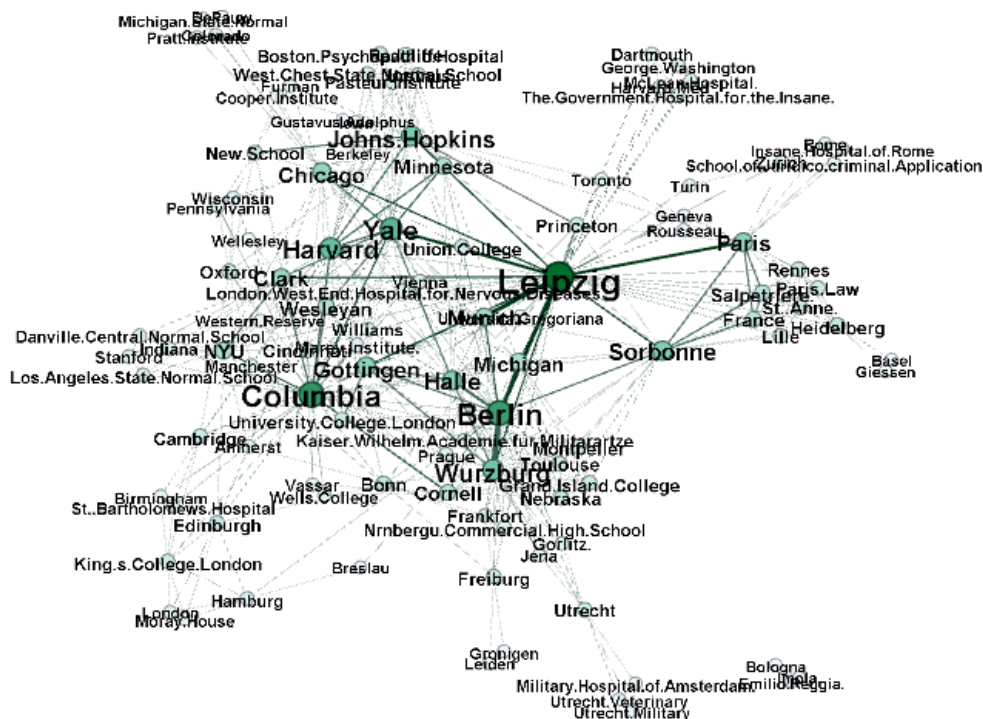
²⁵ Please note, as the methodology for constructing the digital networks is still largely exploratory, limitations in computation of the networks could not accommodate accents in the names of psychologists and institutions.

Figure 2. Institution Network for Volume I²⁶



²⁶ In the still images of the networks, non-academic institutions have been indicated by an asterisk.

Figure 3. Institution Network for Combined Volumes I-III²⁷



²⁷ Please note, as the methodology for constructing the digital networks is still largely exploratory, limitations with the coding (with the programming language R), used to compute the larger networks could not accommodate either accents or spaces in the names of psychologists or institutions. Spaces have been replaced with period marks.

Figure 4. Institution Network for all Volumes

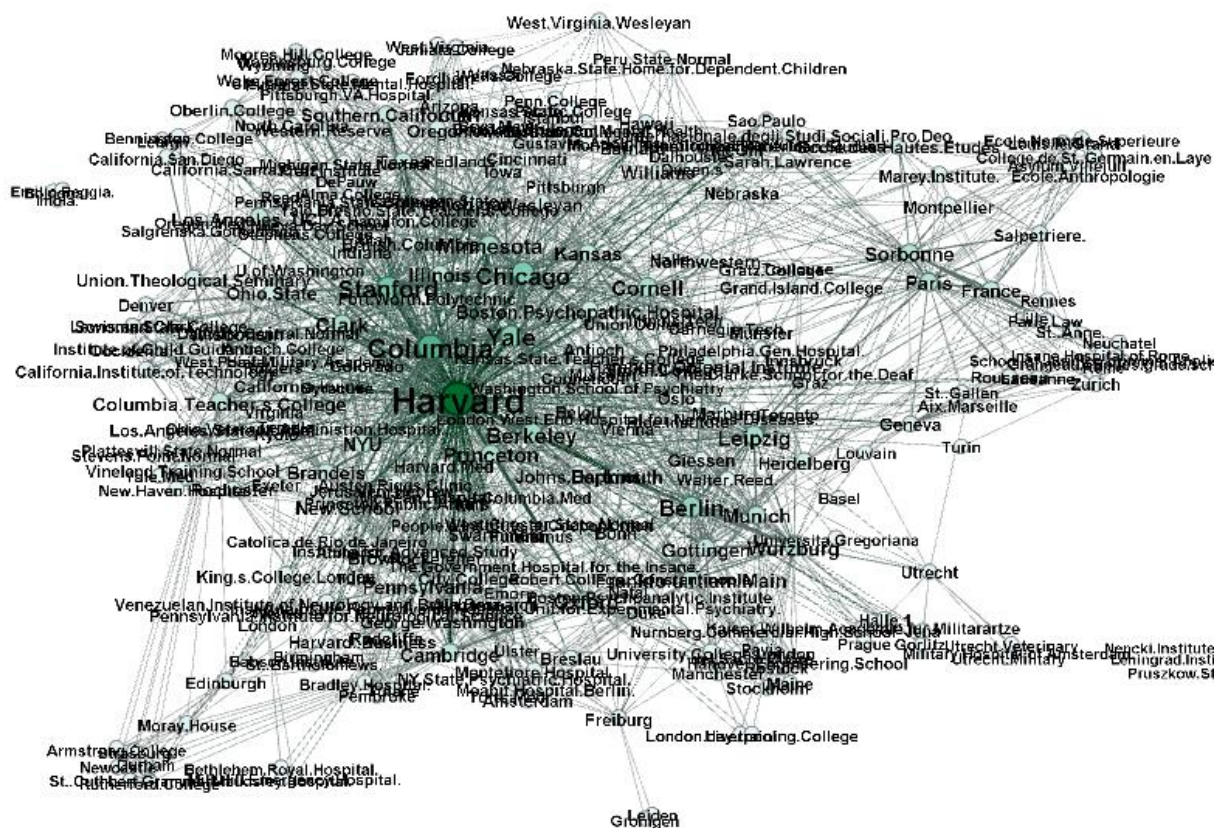
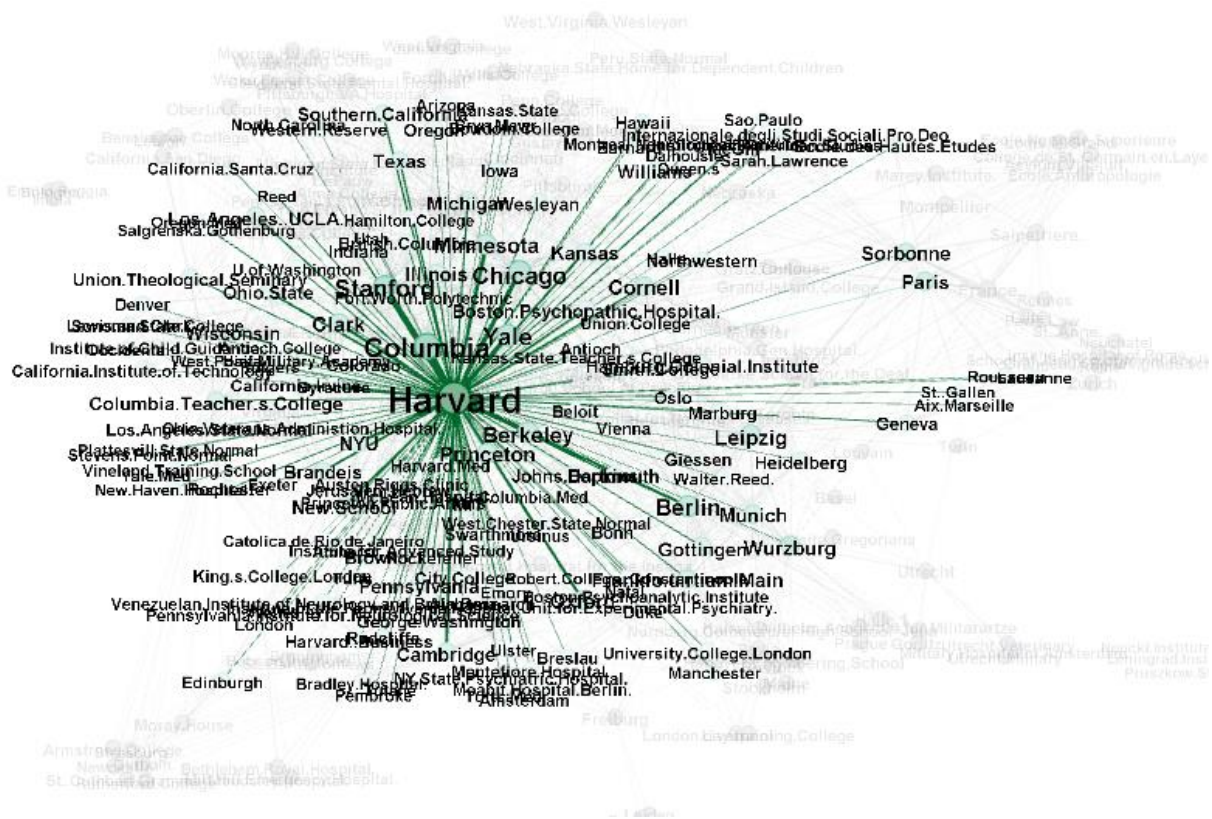


Figure 5. Institution Network for all Volumes with Harvard associations highlighted



Appendix B

Degree Tables for Networks, by Volume

Table 1a. Psychologist Network for Volume I

Psychologist	Degree	Weighted Degree
Spearman	9	14
Warren	9	13
Stumpf	6	12
Ziehen	6	9
Baldwin	6	8
Dodge	6	7
McDougall	5	6
Claparède	5	5
Jastrow	4	4
Kiesow	4	4
Stern	4	4
Janet	3	3
Whiton Calkins	1	1
Seashore	1	1
Zwaardemaker	1	1

Table 1b. Institution Network for Volume I

Institute	Degree	Weighted Degree
Göttingen	20	24
Berlin	16	22
Leipzig	17	20
Halle	15	18
Johns Hopkins	14	16
Würzburg	11	15
Columbia	12	12
Oxford	12	12
Princeton	9	11
Munich	10	11
University College London	10	11

Yale	10	10
Paris	9	9
Harvard	9	9
Sorbonne	8	8
Utrecht	8	8
Manchester	7	7
Cambridge	7	7
St. Thomas' Hospital*	7	7
Oxford City Hospital*	7	7
Williams	7	7
Wesleyan	7	7
Marey Institute*	7	7
Ursinus	7	7
Toronto	6	6
Lake Forest	6	6
Mexico	6	6
Salpêtrière*	6	6
Prague	6	6
Kaiser Wilhelm Military Academy	6	6
Pennsylvania	5	5
Wisconsin	5	5
New School	5	5
Gorlitz*	5	5
Jena	5	5
Geneva	3	3
Rousseau	3	3
France	3	3
Gustavus Adolphus	3	3
Iowa	3	3
Iowa Institute for Mental Health*	3	3
Military Hospital of Amsterdam*	3	3
Utrecht-Veterinary	3	3
Utrecht-Military	3	3
Turin	2	2
Zurich	2	2
Clark	2	2
Wellesley	2	2
Breslau	2	2
Hamburg/Colonial Institute	2	2

Table 2a. Psychologist Network for Volume II

Psychologist	Degree	Weighted Degree
Judd	5	6
Pillsbury	4	5
Woodworth	5	5
Terman	4	5
Floy Washburn	4	5
Bourdon	4	4
Yerkes	3	4
Dunlap	2	3
Franz	2	2
Groos	1	1

Table 2b. Institution Network for Volume II

Institution	Degree	Weighted Degree
Columbia	23	24
Leipzig	20	20
Sorbonne	18	18
Harvard	14	15
Yale	14	14
Cornell	13	14
Clark	11	12
NYU	11	12
Heidelberg	11	11
Cincinnati	11	11
Johns Hopkins	10	11
Paris	9	9
Salpêtrière*	9	9
France	9	9
Paris-Law	9	9
St. Anne*	9	9
Lille	9	9
Rennes	9	9
Würzburg	9	9

Berlin	9	9
Nebraska	9	9
Grand Island College	9	9
Michigan	9	9
Toulouse	9	9
Montpelier	9	9
West Chester State Normal School	8	8
Ursinus	8	8
Pasteur Institute	8	8
Radcliffe	8	8
Boston Psychopathic Hospital*	8	8
Minnesota	8	8
Wesleyan	6	6
Chicago	6	6
Danville Central Normal School	6	6
Indiana	6	6
Los Angeles State Normal School	6	6
Stanford	6	6
Harvard-Med	5	5
Dartmouth	5	5
McLean Hospital*	5	5
George Washington	5	5
The Government Hospital for the Insane*	5	5
Vassar	5	5
Barnard	5	5
Wells College	5	5
Amherst	4	4
Bonn	4	4
Liverpool	4	4
Hamburg	4	4
Edinburgh	4	4
King's College London	4	4
London	4	4
Moray House	4	4
California	3	3
Berkeley	3	3
Giessen	2	2
Basel	2	2
Bologna	2	2
Reggio Emilia*	2	2
Imola*	2	2
Leiden	2	2
Freiburg	2	2

Gronigen	2	2
Royal School of Mines	2	2
Rondebosch Diocesan College	2	2
University College Bristol	2	2

Table 3a. Psychologist Network for Volume III

Psychologist	Degree	Weighted Degree
J. R. Angell	8	10
Scripture	7	10
Klemm	5	7
Wirth	5	7
Marbe	5	6
Fröbes	5	5
Thorndike	3	3
Myers	3	3
Carr	2	2
Watson	2	2
Bartlett	1	1

Table 3b. Institution Network for Volume III

Institution	Degree	Weighted Degree
Leipzig	20	24
Chicago	16	16
Yale	13	14
Berlin	13	14
Columbia	13	13
Harvard	11	11
Halle	8	8
Munich	6	8
Michigan	8	8
Minnesota	8	8
Union College	8	8

Clark	6	6
Würzburg	6	6
Freiburg	6	6
Bonn	6	6
Nurnberg Commercial High School	6	6
Frankfort am Main	6	6
London West End Hospital for Nervous Diseases*	6	6
Vienna	6	6
Paris	4	4
Zurich	4	4
Rome	4	4
Insane Hospital of Rome*	4	4
School of Juridico-criminal Application	4	4
Johns Hopkins	4	4
New School	4	4
Furman	4	4
People's Institute at Cooper Union	4	4
Cambridge	4	4
King's College London	4	4
St. Bartholomew's*	4	4
Birmingham	4	4
DePauw	4	4
Colorado	4	4
Michigan State Normal	4	4
Pratt Institute	4	4
Wesleyan	3	3
Western Reserve	3	3
Göttingen	2	2
Università Gregoriana	2	2

Table 3c. Psychologist Network for Volumes I-III

Psychologist	Degree	Weighted Degree
Baldwin	21	23
Claparède	16	17
Janet	6	9
Jastrow	15	15
Kiesow	15	14
Spearman	20	29

Warren	24	33
Bourdon	18	23
Dunlap	12	11
Franz	14	13
Judd	25	29
Yerkes	14	8
Angell	27	19
De Sanctis	5	5
Fröbes	17	17
Klemm	15	17
Marbe	20	26
Scripture	27	33
Watson	10	9
Wirth	15	17
Whiton Calkins	11	9
McDougall	15	14
Terman	10	13
Woodworth	18	18
Thorndike	16	16
Dodge	19	22
Seashore	7	5
Stumpf	14	22
Ziehen	10	15
Pillsbury	18	24
Floy Washburn	9	10
Myers	11	11
Bartlett	2	2
Stern	9	8
Drever	3	3
Zwaardemaker	1	1
Groos	1	1
Heymans	1	1
Carr	4	3
Yerkes	14	8
Angell	27	19

Table 3d. Institution Network for Volumes I-III

Institutions	Degree	Weighted Degree
Leipzig	45	62
Columbia	42	48
Berlin	32	45
Yale	27	36
Harvard	29	33
Würzburg	23	30
Johns Hopkins	24	28
Sorbonne	21	26
Halle	20	25
Paris	18	23
Göttingen	18	23
Chicago	20	22
Clark	16	20
Munich	15	19
NYU	15	17
Michigan	16	17
Minnesota	14	16
Wesleyan	13	15
Cornell	12	13
Salpêtrière*	9	12
France	9	12
Heidelberg	11	11
Bonn	11	11
Cincinnati	10	10
Oxford	10	10
Princeton	7	9
University College London	8	9
Paris Law	9	9
St. Anne*	9	9
Lille	9	9
Rennes	9	9
New School	8	9
Cambridge	9	9
Edinburgh	9	9
Nebraska	9	9
Grand Island College	9	9
Toulouse	9	9
Montpelier	9	9
Freiburg	8	8

Union College	8	8
West Chest State Normal School	8	8
Ursinus	8	8
Pasteur Institute*	8	8
Radcliffe	8	8
Boston Psychopathic Hospital*	8	8
Utrecht	8	8
King's College London	8	8
Zurich	6	6
Nurnberg Commercial High School	6	6
Frankfort	6	6
London West End Hospital for Nervous Diseases*	6	6
Vienna	6	6
Danville Central Normal School	6	6
Indiana	6	6
Los Angeles State Normal School	6	6
Stanford	6	6
Williams	6	6
Marey Institute*	6	6
Prague	6	6
Kaiser Wilhelm Academie fur Militarartze	6	6
Hamburg	6	6
Harvard Med	5	5
Dartmouth	5	5
McLean Hospital*	5	5
George Washington	5	5
The Government Hospital for the Insane*	5	5
Pennsylvania	5	5
Wisconsin	5	5
Manchester	5	5
Amherst	5	5
Gorlitz	5	5
Jena	5	5
Toronto	4	4
Rome	4	4
Insane Hospital of Rome*	4	4
School of Juridico-criminal Application	4	4
Furman	4	4
Cooper Institute	4	4
Vassar	4	4
Wells College	4	4
St. Bartholomew's Hospital*	4	4
Birmingham	4	4

London	4	4
Moray House	4	4
DePauw	4	4
Colorado	4	4
Michigan State Normal	4	4
Pratt Institute	4	4
Geneva	3	3
Rousseau	3	3
Western Reserve	3	3
Military Hospital of Amsterdam*	3	3
Utrecht Veterinary	3	3
Utrecht Military	3	3
Turin	2	2
Università Gregoriana	2	2
Berkeley	2	2
Wellesley	2	2
Gustavus Adolphus	2	2
Iowa	2	2
Breslau	2	2
Giessen	2	2
Basel	2	2
Bologna	2	2
Reggio Emilia*	2	2
Imola	2	2
Leiden	2	2
Gronigen	2	2
Royal School of Mines	2	2
Rondebosch Diocesan College	2	2
University College Bristol	2	2

Table 4a. Psychologist Network for Volume IV

Psychologist	Degree	Weighted Degree
Elliott	11	22
Bingham	8	13
Katz	7	12
Gesell	6	10
Hunter	6	10
Thurstone	6	9

Boring	6	8
Tolman	6	7
Michotte	5	5
Gemelli	3	5
Burt	3	3
Hull	2	3
Piaget	2	3
Piéron	2	3
Thomson	1	1

Table 4b. Institution Network for Volume IV

Institution	Degree	Weighted Degree
Harvard	35	43
Frankfort am Main	27	34
Würzburg	27	31
Berlin	23	29
Yale	25	27
Munich	21	26
France	23	24
Göttingen	18	22
Chicago	18	21
Minnesota	18	20
Marburg	18	20
Sorbonne	18	19
Clark	17	19
Dartmouth	17	19
Giessen	16	17
Columbia	16	16
Wisconsin	14	15
Berkeley	15	15
Carnegie Tech (Mellon)	14	15
Kansas	11	13
Boston Psychopathic Hospital*	12	12
Walter Reed*	12	12
Paris	11	11
Marey Institute*	11	11
Salpêtrière*	11	11
Montpellier	11	11

Louis-le-Grand	11	11
Ecole Normale Supérieure	11	11
Asylum Villejuif*	11	11
College de St. Germain-en-Laye	11	11
Ecole Anthropologie	11	11
Ecole Pratiques des Hautes Etudes	11	11
New School	11	11
NYU	11	11
Los Angeles State Normal	11	11
Stevens Point Normal	11	11
Plattsville State Normal	11	11
Vineland Training School	11	11
Yale-Med	11	11
New Haven Hospital*	11	11
Cornell	10	10
Manchester	10	10
Rostock	10	10
Hanover Engineering School	10	10
Maine	10	10
Stockholm	10	10
Cambridge	9	9
Edinburgh	9	9
Moray House	9	9
Rutherford College	9	9
Durham	9	9
St. Cuthbert Grammar	9	9
Strasburg	9	9
Armstrong College	9	9
Newcastle	9	9
Geneva	8	8
Rousseau	8	8
Zurich	8	8
St. Anne*	8	8
Neuchatel	8	8
Grangeaux-Belles grade school	8	8
Lausanne	8	8
Philadelphia Gen Hospital*	8	8
Heidelberg	8	8
Munster	8	8
Beloit	7	7
Texas	6	6
Fort Worth Polytechnic	6	6

Brown	6	6
Leipzig	5	5
Utrecht	5	5
Stanford	5	5
Louvain	5	5
Vienna	5	5
MIT	5	5
Northwestern	5	5
Michigan	4	4
Alma College	4	4
Pennsylvania State College	4	4
Oxford	4	4
University College London	4	4
Liverpool	4	4
London day training College	4	4
Bonn	4	4
Pavia	4	4
del Sacro Cuore	4	4

Table 5a. Psychologist Network for Volume V

Psychologist	Degree	Weighted Degree
Helson	13	17
Pressey	11	17
Rogers	10	17
Murphy	10	14
Goldstein	9	13
Dashiell	10	13
Carmichael	10	12
Skinner	9	11
G. Allport	8	9
Murray	8	8
Dallenbach	4	7
Guilford	5	7
Gibson	5	6
Miles	4	5

Table 5b. Institution Network for Volume V

Institution	Degree	Weighted Degree
Harvard	61	73
UC-Los Angeles	37	41
Columbia	31	34
Stanford	32	34
Southern California	30	32
Texas	26	29
Princeton	28	28
Minnesota	24	28
Brandeis	27	28
Ohio State	24	26
Cornell	21	25
Rochester	24	25
Berkeley	24	25
Union Theological Seminary	22	23
Oregon	19	20
New School	16	19
Boston Psychopathic Hospital*	19	19
City College	16	19
Yale	16	16
Wisconsin	16	16
Chicago	16	16
Kansas	15	16
Columbia-Teacher's College	16	16
Institute of Child Guidance	16	16
Occidental	16	16
Denver	16	16
California Institute of Technology	16	16
Lewis and Clark	16	16
Sonoma State College	16	16
Clark	15	15
Berlin	14	15
Moore's Hill College	15	15
Waynesburg College	15	15
Oberlin College	15	15
North Carolina	15	15
Duke	15	15
Wake Forest College	15	15
Florida	15	15
Wyoming	15	15

Illinois	12	14
Indiana	11	13
Breslau	12	12
Heidelberg	12	12
Frankfort am Main	12	12
Moabit Hospital Berlin*	12	12
Amsterdam	12	12
NY State Psychiatric Hospital*	12	12
Montefiore Hospital*	12	12
Tufts Med	12	12
Northwestern	10	11
Williams	10	10
Hawaii	10	10
British Columbia	10	10
Arizona	10	10
George Washington	9	9
Radcliffe	9	9
Brown	9	9
Tufts	9	9
Bradley Hospital*	9	9
Pembroke	9	9
Bowdoin College	9	9
Bryn Mawr	9	9
Kansas State	9	9
Brooklyn College	9	9
Wesleyan	9	9
Iowa	9	9
Pacific College	9	9
Earlham College	9	9
Penn College	9	9
Istanbul	9	9
McLean Hospital*	7	7
Syracuse	7	7
Nebraska	7	7
Peru State Normal	7	7
Nebraska State Home for Dependent Children*	7	7
West Virginia Wesleyan	7	7
Cambridge	6	6
Hamburg	6	6
Dartmouth	6	6
Robert College	6	6
Natal	6	6
Bonn	5	5

Pittsburgh	5	5
Oxford	4	4
Smith College	4	4
Paris	3	3
France	3	3
Pennsylvania	3	3
Gratz College	3	3
Hamilton College	3	3
Columbia Med	1	1

Table 6a. Psychologist Network for Volume VI

Psychologist	Degree	Weighted Degree
Beach	7	13
R. Cattell	10	13
Klineberg	9	13
Krech	6	11
Hilgard	9	11
Graham	6	8
F. Allport	5	7
Mead	5	7
Stevens	6	6
Newcomb	5	6
Mowrer	4	5

Table 6b. Institution Network for Volume VI

Institution	Degree	Weighted Degree
Harvard	35	41
Columbia	32	37
Chicago	30	35
Illinois	19	22
Yale	17	19
Columbia Teacher's College	18	19
Barnard	16	17

Berkeley	13	17
Paris	14	14
Williams	14	14
Sorbonne	14	14
Hamburg/Colonial Institute	14	14
Ecole des Hautes Etudes	14	14
Hawaii	14	14
McGill	14	14
Sarah Lawrence	14	14
Sao Paulo	14	14
Internazionale degli Studi Sociali Pro Deo	14	14
Institute of American Studies	14	14
NYU	11	14
Clark	9	11
Stanford	11	11
Michigan	9	9
Western Reserve	9	9
Oberlin College	9	9
Union Theological Seminary	9	9
Lehigh	9	9
Bennington College	9	9
California-San Diego	9	9
California-Santa Cruz	9	9
Kansas	8	8
Smith College	8	8
Kansas State Teacher's College	8	8
Antioch	8	8
Yale-DIV	7	7
Stephens College	7	7
Nueva Day School	7	7
Kazan	7	7
Moscow	7	7
Krupskaya Academy of Communist Education	7	7
Ukrainian Psychoneurological Academy	7	7
Moscow Medical Institute of Genetics	7	7
Burdenko Institute of Neurosurgery	7	7
Ural Neurosurgical Restoration Hospital*	7	7
Academy of Pedagogical Sciences	7	7
King's College London	6	6
London	6	6
Colorado	6	6
Exeter	6	6
Swarthmore	6	6

Oslo	6	6
Brown	5	5
Temple	5	5
Kyoto	5	5
Warsaw	5	5
Free Polish	5	5
Pruszkow State Psychiatric Hospital*	5	5
Leningrad Institute of Experimental Medicine	5	5
Nencki Institute of Experimental Biology	5	5
Lodz	5	5
Johns Hopkins	4	4
Missouri	4	4
Washington School of Psychiatry	4	4
Harvard-Med	4	4
Southern California	4	4
Utah	4	4
North Carolina	3	3
Syracuse	3	3
DePauw	3	3

Table 7a. Psychologist Network for Volume VII

Psychologist	Degree	Weighted Degree
Bruner	6	8
Sears	6	7
McNemar	4	5
Broadbent	3	5
Hebb	5	5
Gibson	4	4
Anastasi	2	3
Geldard	3	3
Simon	3	3
Osgood	2	3

Table 7b. Institution Network for Volume VII

Institution	Degree	Weighted Degree
Harvard	18	20
Chicago	15	15
Princeton	14	14
Columbia	11	12
Fordham	11	12
Oxford	9	11
Cambridge	9	11
Berkeley	11	11
Stanford	11	11
Yale	9	10
Leipzig	8	8
Geneva	8	8
Wisconsin	8	8
Duke	8	8
Boston Psychoanalytic Institute	8	8
Illinois	6	7
Michigan	7	7
Texas	7	7
West Virginia	7	7
Juniata College	7	7
McGill	5	5
Dalhousie	5	5
Montreal Neurological Institute*	5	5
Queen's	5	5
Minnesota	5	5
Barnard	5	5
CUNY	5	5
Iowa	4	4
Pennsylvania	4	4
London	4	4
Mill Hill Emergency Hospital*	4	4
Maudsley Hospital*	4	4
Bethlehem Royal Hospital*	4	4
Clark	3	3
Cornell	3	3
Smith College	3	3
Virginia	3	3
Ulster	3	3
Dartmouth	3	3

Connecticut	3	3
Carnegie Tech	3	3
Illinois Tech	3	3

Table 8a. Psychologist Network for Volume VIII

Psychologist	Degree	Weighted Degree
Hurvich	9	19
Estes	12	18
Miller	10	17
Luce	9	16
Maccoby	9	12
Jameson	5	12
Brown	7	11
Schachter	8	11
Pfaffman	5	8
Barker	5	7
Cronbach	4	6
Inhelder	6	6
Meehl	2	2
Heider	1	1

Table 8b. Institution Network for Volume VIII

Institution	Degree	Weighted Degree
Harvard	29	39
Columbia	19	29
Stanford	24	29
Pennsylvania	17	25
Harvard--Business	14	20
Rockefeller	16	19
MIT	14	18
Princeton	14	15
Kansas	15	15
NYU	9	14
Venezuelan Institute of Neurology and Brain Research	9	14

Pennsylvania Institute for Neurological Science	9	14
Oxford	12	13
Michigan	9	11
Minnesota	10	11
Chicago	9	11
Illinois	9	11
Berlin	9	9
Hamburg	9	9
Munich	9	9
Cornell	9	9
Smith College	9	9
Oslo	9	9
Graz	9	9
Innsbruck	9	9
The Clarke School for the Deaf	9	9
Radcliffe	8	8
George Washington	7	7
Alabama	7	7
Paris	6	6
Geneva	6	6
Rousseau	6	6
Lausanne	6	6
St. Gallen	6	6
Aix-Marseille	6	6
Indiana	6	6
Tufts	6	6
Clark	6	6
Iowa	6	6
Redlands	6	6
Wellesley	6	6
Cambridge	6	6
Freiburg	6	6
Brown	6	6
California-Irvine	5	5
Oregon	5	5
Catolica de Rio de Janeiro	5	5
Reed	5	5
U of Washington	5	5
Berkeley	5	5
Fresno State Teacher's College	5	5
Washington State	5	5
Yale	4	4
Dartmouth	1	1

Table 9a. Psychologist Network for Volume IX

Psychologist	Degree	Weighted Degree
Aronson	8	13
Kahneman	8	12
Loftus	8	12
Mischel	8	12
Kagan	7	8
Bower	6	7
Neisser	6	7
Thompson	6	7
Bandura	5	6

Table 9b. Institution Network for Volume IX

Institution	Degree	Weighted Degree
Harvard	40	46
Stanford	29	34
Brandeis	13	14
California-Irvine	11	12
Ohio State	11	12
Minnesota	10	11
British Columbia	9	10
Yale	10	10
Princeton	8	8
Cambridge	8	8
Berkeley	8	8
Jerusalem Hebrew	8	8
Michigan	8	8
Princeton-Public Affairs	8	8
Pennsylvania	8	8
Oxford	8	8
Cornell	8	8
MIT	8	8
Swarthmore	8	8
Institute of the Pennsylvania Hospital for Experimental Psychiatry*	8	8
Emory	8	8

Columbia	7	7
NYU	7	7
Colorado	7	7
City College	7	7
Ohio Veterans Administration Hospital*	7	7
Wesleyan	6	6
Wisconsin	6	6
New School	6	6
Texas	6	6
Los Angeles (UCLA)	6	6
Southern California	6	6
California-Santa Cruz	6	6
Reed	6	6
U of Washington	6	6
Haifa	6	6
Oregon-Med	6	6
Salgrenska Gothenburg	6	6
Rutgers	5	5
West Point Military Academy	5	5
Antioch College	5	5
Western Reserve	5	5
Cleveland State Mental Hospital*	5	5
Pittsburgh VA Hospital*	5	5
Iowa	2	2

Table 10. Institution Network for All Volumes

Institution	Degree	Weighted Degree
Harvard	154	292
Columbia	115	174
Stanford	83	130
Chicago	82	120
Yale	71	115
Berlin	64	99
Berkeley	66	85
Minnesota	57	81
Leipzig	53	76
Princeton	56	74
Clark	49	73

Cornell	55	69
Oxford	44	63
Würzburg	43	62
Paris	45	59
Sorbonne	45	59
NYU	40	57
Munich	41	55
Frankfort am Main	41	53
Illinois	35	53
Wisconsin	44	50
Kansas	36	50
Columbia Teacher's College	44	50
Cambridge	40	49
Michigan	37	49
Pennsylvania	36	48
Texas	35	47
UCLA	40	46
Göttingen	31	46
New School	36	44
Brandeis	38	42
Southern California	37	41
France	31	41
Ohio State	33	38
Boston Psychopathic Hospital*	32	37
Hamburg Colonial Institute	32	35
Dartmouth	28	34
MIT	24	33
Johns Hopkins	26	31
Heidelberg	30	31
Union Theological Seminary	28	31
Wesleyan	25	30
Williams	27	30
Oregon	28	29
Brown	25	27
Rochester	25	26
Geneva	19	25
Smith College	20	25
Ecole des Hautes Etudes	23	25
Indiana	19	25
George Washington	22	24
Radcliffe	23	24
Hawaii	22	24
Iowa	18	24

Oberlin College	22	23
Salpêtrière*	17	23
Northwestern	21	22
Barnard	20	22
California at Irvine	18	21
Western Reserve	19	21
British Columbia	18	20
Rockefeller	17	20
Harvard Business	15	20
Bonn	19	20
Montpellier	19	20
Marburg	18	20
McGill	17	19
Giessen	18	19
City College	17	19
Edinburgh	17	18
North Carolina	17	17
Rousseau	13	17
St. Anne*	15	17
Marey Institute*	17	17
Los Angeles State Normal	15	17
Colorado	14	17
Tufts	15	16
Manchester	14	16
Institute of Child Guidance*	16	16
Occidental	16	16
Denver	16	16
California Institute of Technology	16	16
Lewis and Clark	16	16
Sonoma State College	16	16
Nebraska	15	16
Oslo	15	15
California at Santa Cruz	15	15
Moore's Hill College	14	14
Waynesburg College	14	14
Wake Forest College	14	14
Florida	14	14
Wyoming	14	14
Venezuelan Institute of Neurology and Brain Research*	10	14
Pennsylvania Institute for Neurological Science*	10	14
Institute for Advanced Study*	12	14
Halle	13	14
Zurich	14	14

Freiburg	14	14
Lausanne	12	14

Appendix C

Editors and Authors of AHPA, by Volume

Editorial Committees Listed by Volume

Volume I (1930):

Carl Murchison
(Credited as editor, the committee described in preface)

Edwin G. Boring
 Karl Buhler
 Herbert S. Langfeld
 John B. Watson

Volume II (1932):

Carl Murchison
(Credited as editor, listed as "Chairman" in preface)

Edwin G. Boring
 Karl Bühler
 Herbert S. Langfeld
 John B. Watson

Volume III (1936):

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(Credited as editor, listed as "Chairman" in preface, includes note that the "Selecting Committee" will disband with this final volume of the series)

Edwin G. Boring
 Karl Bühler
 Herbert S. Langfeld
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Volume IV (1952):

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 Herbert S. Langfeld
 Heinz Werner
 Robert M. Yerkes

Volume V (1967):

Edwin G. Boring
 Gardner Lindzey
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 Nicholas Hobbs
 Kenneth MacCorquodale
 J. R. Newbrough
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 Seymour Wapner

Volume VI (1974):

Gardner Lindzey
(Credited as editor, the committee described in preface)

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 Roger Russell
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Volume VII (1980):

Gardner Lindzey
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Richard C. Atkinson
 Jonathan Freedman
 Richard F. Thompson

Volume VIII (1989):

Gardner Lindzey
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 Frank A. Beach
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 Ernest R. Hilgard
 David E. Leary
 Kenneth MacCorquodale
 Roger W. Russell
 Robert R. Sears
 Richard F. Thomson
 Leona E. Tyler
 Seymour Wapner

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 Ludy Benjamin
 Jerome Bruner
 Donald Dewsbury
 William Estes
 Raymond Fancher
 Donald Foss
 Daniel Gilbert
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 David Leary
 Eleanor Maccoby
 Hazel Markus
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 Raymond Dodge
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 Frederic Kiesow
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 Charles Spearman
 William Stern
 Carl Stumpf
 Howard C. Warren
 Theodor Ziehen
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 James Drever
 Knight Dunlap
 Giulio Cesare Ferrari
 Shepherd Ivory Franz
 Karl Groos
 Gerardus Heymans
 Harald Høffding

Charles H. Judd
 Conwy Lloyd Morgan
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 Robert Woodworth
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Volume III (1936):

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 Frederic Charles Bartlett
 Madison Bentley
 Harvey A. Carr
 Sante De Sanctis
 Joseph Fröbes
 Otto Klemm
 Karl Marbe
 Charles Samuel Myers
 Edward Wheeler Scripture
 Edward Lee Thorndike
 John Broadus Watson
 Wilhelm Wirth

Volume IV (1952):

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 Edwin Garrigues Boring
 Cyril Burt
 Richard M. Elliott
 Agostino Gemelli
 Arnold Gesell
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 Walter S. Hunter
 David Katz
 Albert Michotte
 Jean Piaget
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 Godfrey Thomson
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 Leonard Carmichael
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Burrhus Frederic Skinner
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Otto Klineberg
Jerzy Konorski
David Krech
A. R. Luria
Margaret Mead
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Theodore M. Newcomb
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Volume VII (1980):

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Donald E. Broadbent
Jerome S. Bruner
Hans Jurgen Eysenck
Frank A. Geldard
Eleanor J. Gibson
Donald O. Hebb
Quinn McNemar
Charles E. Osgood
Robert R. Sears
Herbert A. Simon

Volume VIII (1989):

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Roger Brown
Lee J. Cronbach
William K. Estes
Fritz Heider
Leo M. Hurvich and Dorothea Jameson
Bärbel Inhelder
R. Duncan Luce

Eleanor E. Maccoby
Paul E. Meehl
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Stanley Schachter

Volume IX (2007):

Elliot Aronson
Albert Bandura
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Jerome Kagan
Daniel Kahneman
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